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CIVILIAN EDUCATIONAL SURVEY CONFERENCE HELD ON 15-19 AUGUST 196--ETC(U)
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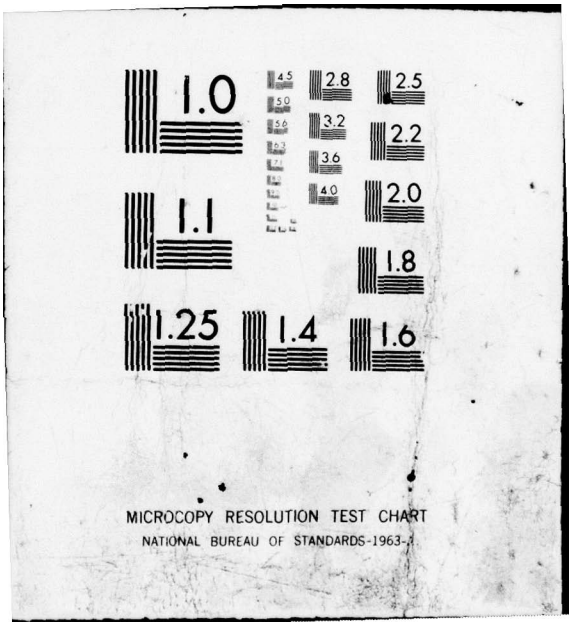
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FOR THE CHIEF:

ALEXANDER NICOLINI
Major, Infantry
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(6) CIVILIAN EDUCATIONAL SURVEY CONFERENCE Held on
15-19 August 1966
at Fort Benning, Georgia.

A STUDY INITIATED BY THE
COMMANDANT OF UNITED STATES ARMY INFANTRY SCHOOL,
MAJOR GENERAL ROBERT H. YORK.

(11) 21 Oct 66 (12) 78

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FINAL REPORT

CIVILIAN EDUCATIONAL SURVEY CONFERENCE

From 15 through 19 August 1966 a group of fifteen distinguished civilian educators attended the US Army Infantry School's first Civilian Educational Survey Conference.

PURPOSE

The primary purpose of the conference was to bring together a group of civilian educational experts who could look at various aspects of the instructional system and give the school their thoughts on how operations might be improved.

A secondary purpose was to establish closer rapport with the civilian educational community.

BACKGROUND

Prior to the conference, a charter was drawn up which outlined the purpose of the conference, a brief history of the Infantry School, certain conference arrangements that had been made, and the delineation of six study group areas which should concern the conferees. The charter (see page 57), the USAIS "Organization, Missions and Functions Manual," a brief synopsis of the fifteen programs of instruction taught at the Infantry School, a brochure on Infantry Hall, a map of the post and certain administrative information was mailed to prospective conferees prior to their arrival at Fort Benning.

The conference began at 0900 hours on 15 August 1966 and ended at 1200 hours on 19 August 1966. The time allocation for this four and one-half day period was as follows:

1st Day: Briefings and orientations for the entire group on the Infantry School.

2d Day: Further briefings until 1030, then organization for, and beginning of, study group work.

3d Day: Study group work.

4th Day: Study group work. At 1500 hours the study group spokesmen met with the conference spokesman to prepare for presentation of the final exit briefing.

5th Day: Two hours were spent by the entire group in preparation for the final exit briefing to the Commandant, General York. The exit briefing began at 1100 hours and ended at 1150 hours.

Two social functions, a luncheon on Monday, 15 August, and a dinner party on Thursday, 18 August, were also scheduled. A detailed itinerary begins on page 67.

As mentioned earlier, six study groups were formed as outlined in the charter. This system allowed the conferees to work in those areas in which they were most interested. The study groups were assisted by a liaison officer.

His job was to insure that each study group was put in contact with those agencies within the school who could assist the study group in collecting facts on which to base their report. Conference rooms were set aside for each study group and gave them a place for conducting interviews with those decision makers within the school who could answer their questions. Stenographic support was provided to each study group. This system allowed for a free and easy exchange of information without unduly upsetting the school routine.

The six study groups examined the following areas:

Group 1: School Administration and Organization

Group 2: Development of Programs of Instruction

Group 3: Instructional Facilities and Support

Group 4: Evaluation of Students and Instruction

Group 5: Methods of Instruction and Instructor Training

Group 6: Educational Innovations and Instructional Systems Development

Each study group turned in a written report of their findings. The final exit interview was given orally to General York. Dr. Horrocks acted as spokesman for the group. It was agreed that the final written report would be prepared by Major Pappageorge, the Project Officer for the conference. This report would be made up from the six study group reports plus the final exit briefing which was taped. Furthermore, it was stipulated that the final report would be mailed to each conferee for their comments prior to publishing and distributing the report. Silence for a ten-day period would indicate approval.

What follows is a series of findings, recommendations and thought provoking questions derived from the study group papers and the exit interview. The numbers in parentheses after each finding and recommendation refer to the page number within this document where more detailed discussion on the subject might be found.

FINDINGS

1. The esprit de corps among staff and student body was found to exist in a high degree. (30)

2. The morale of the Infantry School is conducive to the training and development of the type of officers to keep the US Army strong and virile. (30)

3. There was evidence the organization of the school is flexible and subject to change by the Commandant when the need arises. (30)

4. The administration is sensitive to new techniques and materiel needed to equip the young officer for the leadership position in the US Army for which he is being trained. (30)

5. A keen awareness was discovered for economy, but not at the expense of needed experimentation and new equipment and instructional materials as well as materiel in academics and in practical field application of the ultra-modern warfare. (30)

6. An attempt seems to be successful in bringing to the young officers the newest experiences of the far-flung battle fronts in Viet Nam and other tension areas in the world. (30)

7. Coordination was found to exist in a high degree, both formally and informally, which focuses attention of all offices and supporting services in all departments upon the Office of the Director of Instruction. This is considered to be one of the strongest findings by the committee. (30)

8. The willingness to be evaluated in terms of what is best for the Infantry School was the feeling which was found to permeate from the top to the bottom of the entire organization.

Public school administrators strive for this condition but few achieve the high degree of cooperation found to exist in the Infantry School. (30)

9. There seemed to be a total lack of jealousy in various levels of job performance. (30)

10. It was evident throughout the Infantry School that a condition of personnel turbulence existed due to the current policy of rotating military personnel involved in teaching in combat areas. (30)

11. There was evidence of the organization and the administration keeping on "the growing edge" in the parlance of the public school administrator. (30)

12. The over-all status of the organization and administration of the Infantry School is considered to be superior as measured by the morale and esprit de corps of the total operation. (30)

13. The projection of printing needs for FY 67 indicates 20 to 25% more demand than capacity. (39)

14. Essential requirements for successful library service are adequate collections (books, journal subscriptions, documents, manuals, maps, recordings, etc.), organization of materiel for successful bibliographic control, well planned quarters, and a qualified staff. The USAIS library meets these requirements to a high degree. (40)

15. The visual aids section is accomplishing its mission under difficulty because of inadequate quarters. It is realized that the buildings are temporary and that a new facility is to be built. (40)

16. The committee finds no evidence of direct feedback to the visual producer as to the effectiveness of his production. (41)

17. The present supply system for visual aids materials curtails procurement of the wide variety of materials necessary for production. (41)

18. Because of the increased demands for visual aids support, and the lack of an effective system of priorities, it is believed than an analysis of work orders should be made to inform the school departments of the nature and volume of their requests. With increased demand, the solution has been the requesting of additional personnel. It is felt that, with the various departments utilizing self-discipline in their requests for visual materials and a more active review board for the approval of work orders, the result would be an over-all reduction of the work load without impairing visual aids support. (41)

19. With only one year of operational history, the Television Department has been performing a Herculean task. Operating with limited facilities and faced with continual transfer of personnel, it is commendable that this department continues effectively to support the training mission at the Infantry School. (41)

20. The evaluation program at the Infantry School has many of the features essential to a superior system of evaluation: (43)

(1) The program is dynamic.

(2) Reasonable safeguards insure security of examinations.

(3) Adequate supervision of the making and administering of exams.

(4) Examinations seek to measure the extent to which students have achieved course objectives.

(5) Computers and other electronic equipment are used to facilitate evaluation and to encourage experimentation with new evaluative techniques.

(6) The continuing efforts to ascertain the skills, techniques, attitudes and knowledge needed by officers in the field is indicative of a keen awareness of this problem, particularly, in a rapidly changing world situation.

(7) The sincere desire for suggestions on ways to improve and recent addition of new electronic equipment and the acquisition of two civilian employees are indicative of the interest and support of the top administration in a superior evaluation program.

21. Of the approximately 33% of each OCS class which do not graduate, failure for academic reasons is almost nil. Obviously, the selection process eliminates those who would not qualify academically. (44)

22. Disregarding those OCS candidates who discontinue the course for medical difficulties, personal reasons and the like, the two major causes for failure are: (1) because of what is deemed insufficient evidence of leadership qualities, and (2) lack of desire to do one's best. A number of questions are presented in a later section of this report dealing with this area. (45)

23. The leadership evaluation system for OCS candidates is not flexible enough to take in the various factors that should make up the "judgment factor" in arriving at a conclusion. Rating weights are fixed, regardless of the maturity and experience of the rater. (45)

24. The leadership evaluation system for OCS which gives 20% to peer ratings, 30% to the company commander and 50% to the tactical officer appears fair on paper. However, examination of ADP reports indicates that the company commander's rating is an indorsement of the tactical officer's rating. (45)

25. The rankings that are currently used in the leadership rating of OCS candidates should not be confused with scores on an examination. This is not statistically valid. Furthermore, establishing an arbitrary cut-off score for appearance before an evaluation panel does not account for the variances from class to class because it forces each rater to place one-fourth of those candidates rated into the bottom quartile. (46)

26. The qualities required of an OCS Tactical Officer as enumerated on page 7 of the "Tactical Officer's Guide" are great. Yet, because of the shortage of qualified officers, many tactical officers are young and relatively inexperienced. One wonders at the power given to the Tactical Officer. (45)

27. In applying pressures to determine a candidate's stamina and desire, there is a danger that punishment will not be kept within the bounds of human dignity so that the task assigned will tend to strengthen rather than destroy the candidate's desire to become an officer. Interviews with a relatively small number of candidates indicate that, at times, the tactical officer has exceeded these bounds. This produces no mental or physical growth. (47)

28. Motivation should be a matter of concern not only because lack of it is one of the major reasons for attrition in the OC course but for what seems a more significant reason, namely the fact that many students, who are not in the marginal category, are not seeking to excel. "Pursuit of Excellence" is a praiseworthy objective for the Infantry School to have but one wonders if the things being done to encourage each student to strive for excellence are not minimal. (47)

29. Because of a genuine desire on the part of at least some students to acquire more than merely enough to remain in good standing, many students have a particular resentment of such things as the "spit-polishing" of tile floors, not because of the labor involved or having to get down on their hands and knees but because of the time it takes from study or sleep. (47)

30. The OCS expansion should create a large enough problem in span of control to warrant either the assignment of a deputy brigade commander to the Student Brigade responsible to the commander for the OCS battalions or the formation of a separate OCS brigade. (47)

31. The follow-up system (External Feedback) is working well; however, a question arises as to the timeliness of some information in those areas where rapid changes are occurring. In situations involving skills or techniques that rarely change, this procedure is good; in others, its usefulness is open to question. (48)

32. Inasmuch as the Combat Platoon Leader's Course is only nine weeks long and it is one-third over before the faculty advisor learns that any one of his students is having trouble, it is questionable whether these advisors are contributing to the very low attrition rate that exists. This type of advisor system has not worked well in civilian universities. (49)

33. Methods of instruction at the Infantry School seem to be undergoing numerous and rapid changes. The total impact is most impressive. (51)

34. It became apparent early in our discussions that the conceptualization, and in a more limited sense, the implementation of technological innovations as related to its total mission, the Infantry School is ahead of many, if not most institutions of higher education in this country. (53)

35. The group heartily applauds the effort to map out a long range plan for anticipating how new educational technologies can significantly aid the school to meet its growing requirements to train increasing numbers of students to fill increasingly more demanding positions as infantry leaders. (53)

36. The proposal to USCONARC that the Infantry School become the Pilot Model for experimentation with new educational technologies and to measure their effectiveness, is regarded as a promising development. (53)

37. We gained the distinct impression in interviews in depth with members of the "Policy and Plans Section," and in conversations with instructors, that the organization is conducive to idea generation. The Planning Committee is regarded as a valid concept, to be nurtured and strengthened. (53)

38. We are pleased to note the logical systems approach to course development based on first analyzing job requirements for the Infantry Combat Leader at platoon, company, battalion and brigade level, then using this to revise and organize student performance objectives to fill student needs. The work done by HumRRO on Task LEAD is an example of the analytical technique. (53)

39. Holding an individual responsible for a portion of his own instruction is in the best tradition of the Army, in that it places emphasis on the values of initiative and judgment, together with those of intellectual integrity and ability to organize one's time. Accordingly, plans to place more responsibility on the student to accept a major role in his own learning seems to us most commendable. (54)

40. Computer Assisted Education at the Infantry School (CAETIS) seems to be a clear move in the proper direction and offers a logical progression of the use of the computer for instructional purposes. (55)

41. We are impressed with the idea of an experimental evaluation of the EDEX system. Such experimental evaluation of all new techniques before adoption is highly desirable. (55)

RECOMMENDATIONS

1. That another look be taken at the total needs of the Infantry School as related to data processing for all departments to better facilitate the total efficiency of the Program of Instruction. (30)

2. That consideration be given to the establishment of a Data System CENTER to serve not only the Commandant of the Infantry School, but to serve all units operating under "the other hat" of the Commanding General of the US Army Infantry Center. (31)

3. The Data System CENTER should be a service organization, with the subject matter expert from the instructional department determining the service required. Otherwise, there is a danger that the machine may become the robot that runs the Infantry School. (31)

4. Care must be exercised to insure that the computer is not used to do things that can be done more cheaply by conventional means. (55)

5. That serious consideration be given to adding trained personnel and expert consultative services in the utilization and expansion of computer services. (31)

6. That a continuing education program be expanded whereby instructors may have available at all times in-service training at college and university level leading toward graduate degrees. (31)

7. That immediate steps be taken to replace instructors who are being reassigned to Viet Nam in keeping with recognized current war policies and in view of the increased immediate needs for instructors to fill instructor positions being created by an increase in school expansion. (31)

8. That a group of college registrars be invited to evaluate the in-processing and out-processing of all students to the Infantry School. (31)

9. That a self-study be conducted by the Commandant and staff prior to another civilian survey conference. (31)

10. That the Commandant consider conducting surveys at two to three year intervals. (31)

11. The USAIS Priority Control Board should take a more active role to insure that printing requests do not exceed capacity. (39)

12. As a guide for determining the amount of printing to be allotted each department, an analysis be made of work done for each during the last three years. This, compared with plant capability, could be processed by the Printing Board as an element in determining priorities. (40)

13. Departments be instructed to carefully screen requests for printing, paying particular attention to the number of copies requested and designating single color printing when feasible. (39)

14. Students should be encouraged to turn in (at desired locations) printed materials no longer desired or needed and suitable for reissue. (39)

15. A small reproduction facility might be located in the Infantry School building to handle single sheet and short run work. (39)

16. Consideration might be given to the awarding of civilian contracts for certain kinds of printing requirements. (39)

17. The library acquisition policy should be enlarged to include a broader selection of books and magazines of current interest, especially those covering the national and international scene. (40)

18. Journals should be bound and filed for reference by the library. (40)

19. If an extended delay is anticipated in construction of a new visual aids facility, then consideration should be given to air conditioning at least that portion of the present facility where the art work is done. (40)

20. That a visualizer be located in Infantry Hall so that an illustrator would be more available to the instructor for consultation and early planning. (41)

21. Greater use of local procurement of visual aids materials would help eliminate the current supply problem. (41)

22. The committee concurs with the present planning which calls for additional equipment to establish a second TV studio. In addition, we believe that the civilian personnel office should be urged to increase the recruiting of civilians as authorized under current directives. (41)

23. With the advent of comparatively inexpensive, easy to operate, compact video tape recorders, it is believed that acquisition of such equipment would greatly assist in the instruction program. (41)

24. Investigation should be made of instructor centered (or controlled) closed circuit television. This system permits control by the instructor and thus relieves many studio personnel for other TV requirements. (41)

25. Greater use should be made of video tapes to capture the best of platform instruction for future presentation to classes, and for individual instruction at nonclass hours. (55)

26. The committee strongly urges that consideration be given to the appointment of a qualified (civilian) professional to supervise and direct the activities of the associated areas of AV and TV. (41)

27. We recommend that key professional civilians be encouraged and assisted to develop themselves professionally. To keep abreast with the fast changing field, these individuals should regularly attend professional meetings, conventions, and seminars and visit other military installations and civilian institutions. (42)

28. It is suggested that the end-of-course survey form be redesigned to insure the questions asked concern only topics with which the student has firsthand knowledge, such as the impact on his learning of subject organization, lesson sequence, training aids, transportation, examinations and the like. (48)

29. It is suggested that: (1) follow-up questionnaires to the field be confined to areas in which usable results can be expected in a relatively short time, (2) students attending the Career Course be debriefed concerning their opinions relative to the adequacy of training for the Platoon Leader Course, (3) simplify all questionnaires to insure ease of completion, identification of deficiencies in need of correction, and suggestions for improvement. (48)

30. The new educational technology centers on the student and individual student performance. However, as an Infantry leader, the student is concerned with the influencing, persuading, and leading of his fellow man, so while the individual learns most efficiently as an individual, we believe that the School should seek all possible ways of having the student learn about his fellow man so that he is a more efficient persuader and leader in the best sense of the word. This may be difficult to do, as the motion is toward individualized instruction. (54)

31. The Instructor Training Course is one of the keys to the effecting of new innovations. Most of the instruction is now geared to perfecting platform presentation. With the proper exploitation of the new instructional technology, it seems that the emphasis will have to move from excellence in platform presentation to an understanding of the building of instruction and how to program and how to use these new technologies so that the instructor, instead of being an excellent lecturer, is more nearly what we might call a manager of the learning process. (55)

QUESTIONS FOR STAFF ANALYSIS

It seems appropriate to ask a series of questions, the answers to which can only be provided by the Staff of the Infantry School and may well point up areas worthy of further examination. The presence of a question does not necessarily indicate that a problem exists. It simply indicates an area where concerned members of the School Staff might encounter an answer that is less than satisfying or one that may lead to further investigation. Actually, answers to these questions will reveal strengths as well as weaknesses. The questions are classified under the following headings:

1. Policy.
2. Objectives.
3. Curriculum.
4. Methods.
5. Instructional Planning.
6. Evaluation.
7. Personnel.
8. Faculty.
9. Research and Development.

1. Policy

1.1. In view of rapidly changing requirements in Viet Nam, is it realistic for CONARC to program one or more years in advance of instruction? Would it be more realistic to program in six-month sequences providing for adoption of changes more quickly?

1.2. For several years the C&GSC developed a program for a Masters Degree for regular course students who wrote a special thesis. Has this school given any thought to a similar program?

1.3. If it is true that a smaller percentage (5% or more) of the graduates deserve distinction, what efforts are made to capitalize on their special merits -- faster promotion, more or higher

responsibility, or utilization as instructors? Does the Army really appreciate excellence or ignore it and let it slip by?

1.4. Does the School conceive its task to be that of preparing an officer to meet the responsibilities of his present rank? If not, how many ranks higher?

1.5. What is the role of the Army brigade as a combat unit as taught by the School and is this training duplicated at the C&GSC?

1.6. Is doctrine to be regarded as fixed and changeless or as a body of principles to be renewed and revitalized?

1.7. Does the idea of the School solution prevail or is any workable solution acceptable?

1.8. Does the Army conceive it necessary for Captains or Majors, Infantry, to be well rounded generalists or more useful as conceived of and trained as specialists?

2. Objectives

2.1. How is leadership defined and how are its attributes identified and taught?

2.2. Are the school, course, and subject objectives stated in such clear and readily comprehensible terms as to guide and influence programming, methods of teaching, and construction of examinations?

2.3. Is it true that communication in giving written and oral commands is significant? If so, what efforts are made to continuously evaluate the student's ability to improve in this area?

2.4. Should the elective program be closely related to the specific job of the Infantry Officer?

2.5. To what extent are Infantry operations in areas other than Viet Nam being considered; e.g., to what extent is an Infantry Officer being trained for capability in theaters of operations other than Viet Nam?

2.6. Does the School attempt to define the requirements or capacities of leadership in various levels from platoon leader to battalion or brigade commander, or does the School define leadership broadly, vaguely, in the same fashion for officers from Lieutenant to Colonel?

2.7. Assuming that the Infantry division commander must possess special capabilities as a tactician, logistician, intelligence specialist and operations officer, how does the School conceive of his task, i.e., as that of a battalion or brigade commander magnified several times or as that of a man possessing definite, higher and more complex capabilities?

2.8. Assuming that motivation is a key factor in developing leadership, is it true that the demands change according to responsibilities of rank and MOS? If so, how are these demands identified?

3. Curriculum

3.1. What quality and quantity control are exercised to insure that material useless, obsolescent, or no longer needed are not retained? Is specific provision made for periodic review and elimination of courses or parts of courses?

3.2. To what extent are the present courses of instruction based upon a job analysis of the tasks for which the course is training the student?

3.3. What guidance does an officer receive in deciding what elective courses to select?

3.4. Assuming that the Army will make increasing use of helicopters and planes, what effort is made to adjust tactics and strategy to the flexibility introduced by faster transportation? Is this now reflected in instructional changes?

3.5. How is the manual of aggressor tactics continuously upgraded on the basis of findings in Viet Nam?

4. Methods

4.1. Is the learner rather than the instructor or the instructional materials the focus of the instructional process?

4.2. Might not the elective program be a guided self-study program using the library and other School facilities or should it be taught in formally organized courses?

4.3. Does the instructional program make allowances for individual differences among students, for example, intelligence, previous background, special ability, personality, etc.?

4.4. Is everything meant to be learned in class or from practical field work or are there certain portions to be learned through study, reading, viewing films, discussions with personnel made available for the purpose?

4.5. Would not the elimination of 200- and perhaps the reduction of 50-man classes elicit greater exchange of question and answer or instructional dialogue?

4.6. Is variety in types of instruction provided? Is all the classroom work given continuously in the morning and early afternoon? Is there alternation between large lectures and small problems and exercise groups, demonstrations, etc.?

4.7. Assuming that the huge expansion of the School is likely to develop instructional patterns progressively more automated and depersonalized, what efforts are being considered to develop close, effective and personal instructor/student relationships?

4.8. Who determines whether teaching is realistic and how is this term defined?

4.9. The School stresses that the teaching be in keeping with the pursuit of excellence. How is this carried out?

4.10. The School stresses the point that its teaching should emphasize the idea of human dignity. How is this carried out?

4.11. Is it true that the smallest unit is teaching units for the 50-man class? What effort is made in it to provide small group instruction in which leadership emerges and is evaluated?

4.12. What effort is made to train commanders and staffs as working units in protracted problems? What team problems are used in instruction?

4.13. What effort is made to encourage inventiveness, originality, and motivation in classroom discussion?

4.14. Why are lectures usually the poorest method of instruction from "learning" point of view? Implications?

4.15. When does one use a lecture to advantage? Implications?

4.16. What value do demonstrations have? Should any of these be canned? Which should not?

4.17. What types of canned materials (TV, 8mm film, audio tapes, PI, texts, manuals, books, etc.) have advantages over other techniques? Why?

4.18. In cases of problem solving behavior should a "School solution" ever be given? When?

4.19. When should a student be allowed to make mistakes and see the results of his choices? How can this be done?

4.20. What methods of individual alternate routes through courses can be employed?

5. Instructional Planning

5.1. To what extent can the present courses of instruction be modified, shortened, or condensed by dropping certain subjects, by reducing certain blocks, or by reducing the time devoted to all units of instruction?

5.2. Does the School ever pull out units of instruction from its program or does the list constantly grow?

5.3. How flexible are the curriculum and the individual courses of instruction? That is, how reactive are they to new information, innovations, etc.?

5.4. To what extent are eliminations and additions protected from the natural desire of the individual department of instruction to proliferate and retain content?

5.5. Is the entire course too intensive, too accelerated, too full, to be retained properly? Are there opportunities to reflect upon what has been taught, to discuss, to question, to read up on instructional material?

5.6. To what extent is there a constant flow or exchange of ideas from the field to the School? Is there a constant rotation from line and staff in various combat areas to the School faculty?

5.7. Upon what information and experience is School doctrine based? What is the lag between new strategy, tactics, logistics, arms and materiel in operations and new doctrine taught by the School? In other words, how long does it take to update instruction?

5.8. The School stresses careful analysis in determining subjects of instruction and time spent upon them. How are these percentages of substance and time determined?

5.9. Where are the responsibilities for writing advance sheets, manuals, reference books, handbooks, etc., lodged in the School?

5.10. Assuming that ROTC graduates (newly commissioned officers) are better teaching material than non-college students, how is this difference reflected in the POI?

5.11. Assuming that the book by Captain B. H. Lyddell Hart, Strategy, has useful lessons for commanders at various levels, has any effort been made to extract these novel concepts for inclusion in School instruction?

5.12. What is the experience from the field in relation to what the School believes must be included in the need-to-know area? Is this customarily less or more than what is needed when the graduate reaches the field?

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5.13. What criteria are used in adopting changes recommended by the School observers in Viet Nam and officers recently returned from combat?

6. Evaluation

6.1. How reliable and how extensively used are diagnostic tests in determining the requirements for teaching at the School?

6.2. Among various methods of evaluating student performance (examinations, peer ratings, faculty ratings, creative problem-solving solutions, etc.), how valid are these in relation to what graduates do on the job a year or more later? Is there any check on correlation of grades and ratings and School standing with later performance?

6.3. What is the function of the examination system and when and how often should examinations be given?

6.4. How does an instructor evaluate what learning has taken place?

6.5. Is "learning" necessary to the same level for all materials? How are these determinations made? What effect do these decisions have on teaching and evaluation techniques?

6.7. Would immediate feed-back of inadequacies in learning have as great an impact on teaching in "knowledge" areas as in "skill" areas? How can such feedback be obtained?

6.8. Who is or should be responsible for: (1) What learning should be done? (2) How to best achieve this learning? and (3) Proof the learning has occurred?

6.9. The attrition rate in the Combat Platoon Leader's Course is almost nil. Does the faculty advisor system truly play a part in this low attrition rate? Is there an easier way to accomplish the same thing?

6.10. Can not a few basic tests administered early in a course be used to pair weaker students with stronger ones thereby assisting the potentially poorer student?

6.11. Should not those officers who like being faculty advisors by allowed to continue this duty cycle after cycle?

7. Personnel

7.1. What effort is made to assign graduates to jobs that they believe they are best qualified for? What recognition is given to the junior officer's potential for further training at an earlier stage in his career?

7.2. Are narrative statements rating students advisable at the end of their course of instruction?

7.3. Is the drop-out rate attributable partly to factors other than a student's ability, e.g., fatigue, speed and amount of learning required, insufficient time for study and reflection, physical and mental exhaustion, etc.?

7.4. If it is true that about 25% of the OCS fail or are washed out, what efforts are made to discover the real causes and to lower the percentage? What is the impact of a washout on the student and his future usefulness in the service?

8. Faculty

8.1. In the university world, research is recognized as a vital means of keeping an instructor alert, current, ahead of his subject matter. In what ways does the School encourage research among its faculty?

8.2. What are the distinctions that decide the differences between the average, the excellent, and the superior instructor? Is any effort made to recognize a master instructor, an officer of the highest teaching ability?

8.3. Are all members of the School either doing an effective job or capable of doing one? How are they chosen, trained, evaluated? Is the evaluation continuous and is provision made for in-service training or elimination?

9. Research

9.1. Morale is related to the values the soldier conceives as worth fighting for--family, religion, love of country, pride, etc. Do we know anything specific about such elements that is immediately useful and teachable?

9.2. Is there a research and analysis section? What does it do? What use is made of the final questionnaires; in changes in the POI, methods, pace, etc.?

9.3. Should there be a continuing attempt to evaluate the program and attainment of objectives by the School?

9.4. What role should research and development play at the Infantry School?

9.5. Might the careers of distinguished military leaders be utilized in offering guidance in developing instructional materials?

9.6. What would happen if in the Career Officers Course, the knowledge areas of OCS, and other content areas, all "teaching" consisted of handing students only the SPOs and course materials, and periodic evaluation sessions only were conducted?

CIVILIAN EDUCATIONAL SURVEY CONFERENCE

TRANSCRIPT OF EXIT INTERVIEW

19 AUGUST 1966

Dr. Horrocks:

Gentlemen, this is the final session of the Civilian Educational Conference. Our final report will be based on the findings of the six study groups, and this morning the chairman of each study group will make a summary four minutes statement. At the conclusion of the entire group of committee presentations, I suggest that we devote some 20 minutes to questions and discussions so that General York and his staff will have an opportunity while you are all together to explore in greater depth the aspects of the committee reports that might be of particular interest to them or upon which they would like some kind of clarification. I will act as timer and shall start with the summary report on the Committee on Development of Programs of Instruction. Since the extent and complexity of the Infantry School is great, and since the time at the disposal of the committee was brief, it was the opinion of my committee that specific recommendations would be inadvisable at this time. It seemed appropriate to ask a series of questions which occurred to us as we examined the program of the Infantry School. The answer to these questions can be provided only by the staff of the Infantry School and may well point up areas that need further examination, particularly those involving policy or other decisions affecting the mission of the School. The presence of a question does not necessarily indicate that a problem exists. It simply indicates an area where concerned Infantry School staff might encounter an answer that is less than satisfying or one that might lead to further investigation. Actually, answers to these questions will reveal strengths in the program as well as possible weaknesses. The 62 questions this committee presents, then, have been classified under the following headings, policy, objectives, curriculum, methods, instructional planning, examinations, personnel, faculty, and research and development. Let us examine, generally, two or three of these areas. First, I think we might look at objectives. When one is going some place, it is well to know where one is going and when one arrives. In education, statements of objectives provide the basis for arriving at these answers. We judge the adequacy of instruction on the examination programs as well as the excellence of the end product of training by judging the extent to which they attain the objective for which they exist. Hence, the possession of usefully stated objectives derived from an analysis of what a school is trying to accomplish is mandatory and here is one of the first places to look in evaluating an instructional program. Questions about objectives in this report center about leadership. How is it defined? What behaviors represent leadership? How can leaders be identified? What are the limitations? Further questions have to do with the nature of the statements of objectives and how such objectives are used in the preparation of instructional programs and materials, the construction of examinations and the end products of evaluation. Another area is curriculum. The curriculum tells the story, for it is here that we look when we want to find not what a school says it is doing but what it actually is doing. Questions about the curriculum have to deal not only with what to put in but what to take out, what to modify, and what to consolidate, and, of course, what techniques can best be used to achieve such ends. In the military school, the question of provision for updating is paramount, as is the question of eliminating for obsolescence. The important question involves the extent to which, as well as the means by which, eliminations and additions are protected from the natural desire of the individual department of instruction to proliferate and retain courses. The question of electives needs examination, particularly where their function and method of selection are concerned. Finally, methodology. The curriculum is useless if nothing is learned. Hence, questions relating to methodology of instruction are important. The learner is the center of the learning process and only as he is an active participant in his own learning will he be

really successful. If the program of instruction places the instructor or instructional materials at the center of the learning process instead of the learner, the results will be less than efficient. Several of our questions center around this aspect. Equally, efficient learning presupposes a receptive learner who possesses the necessary background and ability for the instruction he is to receive and whose initial motivation continues at a high level throughout his time as a student. We have several questions concerning individual differences and maintenance of motivation and morale. The next committee report will be that of Dr. Shaw, who has the Committee on Administration and Organization. Dr. Shaw.

Dr. Shaw:

Thank you, Dr. Horrocks. General York and staff and ladies and gentlemen. The Committee on Administration and Organization visited with General York, General Williamson and Colonel Lekson and with the chief and the various staff officers and departments or with their chief or representative and with the Commanding Officer of the Student Brigade. This report has been necessarily limited by our knowledge of the Infantry School, the size and complexity of the School's organization and administration, and the time available for collection and evaluation of fact and opinion. We observed a wonderful esprit de corps and morale among the staff and student body which indicated a well administered school. We suggest the following recommendations for your consideration, General York:

1. That another look be taken at the total needs of the Infantry School as related to data processing for all departments to better facilitate the total efficiency of the program of instruction.

2. That consideration be given to the establishment of a Data Systems Center to serve not only the Commandant of the Infantry School with its needs but to serve all the units operating under the other hat, General, as you serve as the Commanding General of the US Army Infantry Center.

3. That serious consideration be given to adding trained personnel and expert consultant services in the utilization and the expansion of the computer services.

4. That a continuing educational program be expanded whereby instructors may have available at all times in-service training at college and university level leading toward graduate degrees.

5. That a group of college registrars be invited to evaluate the in-processing and the out-processing of all students to the Infantry School.

6. That immediate steps be taken to replace instructors who are being reassigned to Viet Nam in keeping with the recognized current war policy and in view of the increased immediate needs for instructors to fill the instructor positions being created by an increase in School expansion.

7. That a self-study be conducted by the Commandant and the staff prior to any other civilian survey conference.

8. That the Commandant consider conducting surveys at two to three year intervals.

Dr. Horrocks:

Dr. Zachert for the Committee on Methods of Instruction.

Dr. Zachert:

Gentlemen. Methods of instruction at the Infantry School seem to be undergoing rapid and numerous changes. The total impact upon us has been most impressive. We would like, however, to ask a few questions, but first to give a couple of our own definitions. The role of the instructor is to be a coach and/or evaluator who promotes or conditions for learning, and then the responsibilities of this coach-instructor. First, to motivate, such as by talking, either canned, or actually to indoctrinate, to demonstrate, to guide the student in his use of materials and to critique. The disturbing questions are broken into six areas, the first area being on lectures. Why are lectures usually the poorest method of instruction from the learning point of view and what are the implications of this? When does one use a lecture to advantage and what are the implications? What values do demonstrations have? Should any of these be canned? What should not? What type of canned or on-the-shelf material, such as television, 8mm films, audio tapes, programmed instruction material, texts, manuals, books, etc., have advantages over other techniques, such as lecture, demonstrations, and why is this true? In the problem solving area, in the case where you have the case presentations, should a school solution ever be given? If so, when and why? When should a student be allowed to make mistakes and see the results of his choices and how can this be done without decimating your students? What methods of individual alternate routes through courses can be employed? Under evaluation, how does an instructor evaluate what learning has taken place on specific points at various times during the course? Then, is learning necessary at the same level for all materials? This is recognition, recall, retention type. What are the ways of determining the levels to which various materials should be learned and what effect do these decisions have upon teaching and evaluation techniques? Then, a question on should immediate feedback of inadequacies of learning have as great an impact on your knowledge areas as they currently have on the skill areas when they are inadequate? How can you attain this thing? Broken legs, broken collarbones call for immediate action very immediately. Bad breaks in learning of knowledge are not as apparent. Can it become so? Then, who is and should be responsible for (1) what learning should be done, how is it best achieved and proof that it has occurred. And, finally, a question on would the Officer Career Course and knowledge areas of OCS and other areas be improved if all teaching consisted of merely handing students a stack of SPOs, course material, and asking them to come back in for evaluation sessions?

Dr. Horrocks:

Dr. Pendergraft for the Committee on Evaluation of Students and Instruction.

Dr. Pendergraft:

Gentlemen, Dr. Zachert. I give you warning in advance that if you are trying to take notes, you are going to be out of luck.

General York:

I've already found that out. (Laughter.)

Dr. Pendergraft:

If you'd drop your pencil, you would be three pages of notes behind.

The evaluation program at the Infantry School has many of the features essential to a superior system of evaluation. It is dynamic; constantly changing. It has adequate supervision and safeguards for the security of the exams. Teachers and the supervisors are seeking to measure the degrees to which the objectives are being achieved. New steps are being taken in this direction at the present time. It has the modern equipment and facilities to facilitate the whole matter of examinations and evaluation.

The instructional program is specifically pointed to the tasks currently being done by officers in the field. It is quite apparent that an officer being trained for the field for 1962 would be trained in somewhat different way than if he is going to be trained for the field in 1966. We are well aware of the danger in any kind of an instructional program of having what has become known as a "saber-tooth" curriculum.

To have a good evaluation program, it is of primary importance that the top echelon be cognizant of the importance of evaluation. They have to believe in it and they have to be willing to put the necessary resources in it. The addition of two more civilian staff members in this important area certainly is recognition of this fact.

The group on evaluation decided that the area was so broad that it would be better for us to try to isolate specific problem areas. In talking with the people who were in the best position to know what the problem areas were, we isolated three areas and spent most of our time with these three areas. The first of these was the techniques and procedures for evaluating leadership potential and student motivation in the OC course. The second was the whole matter of a follow-up and feedback program for obtaining data from students, from graduates, and from officers in the field. The third was the faculty advisor system in the nine weeks Combat Platoon Leader's Course. These are the three areas in which we worked.

This morning in this short time, I am going to talk only on the first, the rating of the leadership potential and student motivation in the OC course. Under this particular heading, we have several subheadings: the leadership rating system, the evaluation panels, motivation, and finally, organization. With your permission, I will concentrate mostly upon the first of these, leadership rating.

It is recognized that the shortage of qualified officers to serve as Tactical Officers in the OC course frequently requires the assignment of junior officers who possess less than desirable qualifications and experience. In many instances they are recent graduates of either the OCC or the Platoon Leader's Course. They are frequently quite young and possess little or no field experience. Generally, the only specific preparation for their assignment consists of attendance at a short course devoted to a considerable extent to the mechanics of completing the standard leadership and other rating forms.

Yet, despite this lack of maturity and experience, according to the Tactical Officer's Manual, the Tactical Officer is expected to be "omnipresent, omniscient and omnipotent."

Certainly, no one is in a better position than the Tactical Officer to know the men in the Candidate Course. However, considering the relative immaturity of many, if not most, of these officers, the fact that few have had field experience, the obvious variability in the educational background of these officers, and the fact that in some platoons the officers are not with their platoon for the full 23 weeks, (We found one that had had three different Tactical Officers in 19 weeks.) and, allowing for the checks of the Tactical Officer's rating by the evaluation of the peers and by the Company Commander, the operation of the evaluation panels, and the ultimate judgment of the Assistant Commandant, one wonders at the power given to the Tactical Officer.

On paper, candidates are rated on a weighted basis at the end of 11 weeks, 20 percent by peer ratings, 50 percent from the Tactical Officer, and 30 percent by Company Commander. However, in going over the sheets from the computer, we found that the correlation between the Company Commander's rating and that of the Tactical Officer was identical in almost 95 percent of the cases. Our report will offer some suggestions and raise some questions regarding this procedure.

The whole matter is covered in more detail in the group report.

Dr. Horrocks:

Mr. Severance, Committee on Instructional Facilities, will report.

Mr. Severance:

This Committee, in the interest of time, chose only three areas to look at. One was the printing plant, another was the library and a third the audiovisual-television complex. We found in the printing plant a very fine capability as far as quality and getting work out on time, but the prognostication for fiscal 1967 is they will have something approaching a 20 percent increase beyond the capability which now exists, so we are proposing that several sorts of controls be brought to bear. One would be for the printing committee to become more active than it has been in the past toward the allocation of printing by departments, towards encouraging the departments to do a better job of screening and particularly of editing. We propose or recommend that in the shop itself certain things can be done. One would be the greater utilization of civilian contract work. Another would be the possibility of establishing a reproduction unit here in this building for simple work and, finally, from the user point of view, that consideration be given to the reissue of handouts to students to some extent. In regard to the library, there are four basic elements for the success of a library program. One is the building or physical facilities. This library stands high in this respect. There are plans for expansion which seem to be adequate with the present accession rate. The organization of materials for use. This is well in hand. As a matter of fact, some of the cataloguing and indexing is specifically designed to meet the needs of this school and is performed at a high level of efficiency. Third, an adequate staff with professional qualifications. We find the staff is dedicated. They do have some vacancies and there are some problems there. And, finally, the resources, the material in the library. Here we have a specific recommendation to make. The collection up to now has been tailored specifically to meet the needs of the instructional program of the school. We propose that there should also be the opportunity for general, cultural, and educational reading that any officer or student should have access to--well selected material, not a great deal of it, but the opportunity to keep up with what is going on in the world, as any citizen should have. The acquisition program should be amended, in our opinion, to include this group of material. Now in audiovisual and television, we found some degree of high success and also some problems. The audiovisual production building facilities are in very bad shape. They have problems about supplies. We understand that a new building is on the drawing board, and we hope that will be completed very soon. If not, consideration should be given to air conditioning the areas, particularly the areas in which the artists work. Their production would go up if this could be done. We recommend that a visualizer be placed in this building to work with the faculty members in determining what the audiovisual needs are. We also recommend that a priority system be established in order that the work load can more nearly meet the demands of the school. In television we find that at the end of the first year that the department seems to be doing an excellent job. There are plans for development. We recommend two new types of equipment, one new type of equipment and one new plan. That is, the compact video-tape trainer. I say frankly that this is out of my personal field, and if there is a question later, one of our staff members is an expert in this field. The other is the introduction of instructor centered television, a method of instruction which the experts on my committee feel would be quite an advantage for this school. Finally, we would like to recommend very strongly that a professional educator in the field of audiovisual education be added to the staff who would be responsible for all the TV-AV program.

Dr. Horrocks:

Dr. Crawford, Committee on Instructional Innovations and Instructional Systems Development.

Dr. Crawford:

General York, gentlemen, our committee was concerned with the future more than with the present, since we were interested in planning functions for upgrading and improvement of instruction. I think our first conclusion is that the Infantry School is well up, if not ahead of a great many civilian institutions in the exploitation of what we would call the new instructional technologies. I refer particularly, on the content side, to the use of student performance objectives that make instruction definitely pointed, as well as to the exploitation of many of the new methods of presentation. Second, our committee would emphasize the importance in the planning of instructional content the use of careful analyses of the jobs and skills of the Infantry officer. You will pardon my pleasure at noting the use of research data already available, in this case it has been supplied by HumRRO. We feel that this is fundamental in determining student objectives. We looked at the planning functions for the use of all the new educational technologies and the CAETIS program. Plans for this seemed to be sound. We feel that this planning function should be given a very central emphasis, probably in the Office of the Director of Instruction. The new educational technology, as many people have said, centers on the student and individual student performance, giving the student responsibility for what he learns. It has occurred to us that one point may be overlooked in that connection and it is a simple one. The student is here with a great many other students. As an Infantry leader, he is concerned with the influencing, persuading, and leading of his fellow man, so while the individual learns most efficiently as an individual, we believe that the school should seek all possible ways of having the student learn about his fellow man so that he is a more efficient persuader and leader in the best sense of the word. This may be difficult to do, as the motion is toward individualized instruction. Finally, our observation would be that the instructors course is one of the keys to the effecting of new innovations. We observed, for example, that of the approximately 150 hours of instruction in that course, I believe some 116 are devoted to platform presentation. Now with the proper exploitation of the new instructional technology, it seems that the emphasis will have to move from excellence in platform presentation to an understanding of the building of instruction and how to program and how to use these new technologies so that the instructor, instead of being an excellent lecturer, is more nearly what we might call a manager of the learning process. We thoroughly enjoyed our look into the future with you.

Dr. Horrocks:

That concludes the committee presentations up to this point. We had hoped to finish this at 1126; we are 50 seconds behind time.

Dr. Pendergraft:

That was me. (Laughter.)

Dr. Horrocks:

We now have, I think, an opportunity to discuss and to ask questions. I think this can be done quite informally and it is now open for any questions that you may wish to ask or any additional statements that someone may feel called upon to make.

General York:

If I may, let me start this off. You have thrown quite a bit at us here in a very short period of time. I hope the people, the experts, in each of these areas may have some questions or points to put to you. Dr. Crawford, I would like to ask you. You mentioned that the student should get to know his fellow man better. Are you thinking about something in the psychology area? Just what do you have in mind?

Dr. Crawford:

Frankly, General York, I don't know. I wish I did. There are a variety of kinds of things which might be considered generally related to social psychology, but I have in mind things like using small study groups in which leadership in the learning process is exercised by the student and some attention to the variety of arts of persuasion that are part of leadership and, perhaps, some practice in the assessment of performance of fellow students.

General York:

What was your last one now?

Dr. Crawford:

The assessment of the performance of fellow students, particularly in field activities, since one of the jobs of the leader is to assess the performance of the men.

General York:

Does anyone else have anything?

Colonel Lekson:

Yes sir. Give Dr. Pendergraft an opportunity to take that last minute. You were making an evaluation of the leadership evaluation system and were you indicating that the weights were perhaps too heavy there, Doctor?

Dr. Pendergraft:

Would you like for me to carry on a little on this? Basically, what has been suggested in this report, Colonel, is this. The Commanding Officer's rating, as it should be, is made after conferring with the Tactical Officer. This is where he gets most of his information. It would seem to us that Tactical Officers vary an awful lot. Here is a Tactical Officer who is a real able man. He is outstanding. He has maturity. He has everything. Now, should his rating count more than that of an inexperienced individual who is just trying his wings for the first time? Shouldn't there be more flexibility in the rating?

A Tactical Officer's rating should definitely be considered and given a lot of weight. If all ratings are funneled to the Commanding Officer and he is asked to use his judgment as to what weight he gives to each rating, he'd have to report to inform the evaluation panel how much weight he gave to each rating. We are advising more flexibility in the handling of the ratings and placing more responsibility on the Company Commander.

Colonel Lekson:

I see. Thank you, sir.

Colonel Montesclaros:

I would like to ask my question of the Doctor. In looking this over, you probably realize that part of the evaluation system consisted of what we call the peer ratings; that is, the students rate each other and give each other a numerical rating. Did you find this to be a valid system, or did you see some loopholes in the students rating each other?

Dr. Pendergraft:

I think that the peer rating has a definite place. In fact, Dr. Crawford suggested in his report that it was good training to be able to recognize the leadership potentials of one's colleagues. In the universities, we frequently ask for student evaluations of instructors and, sometimes, instructors of instructors or students of students.

In some cases the Commanding Officer should give considerably more weight to the peer rating than in others but definitely I think you should continue this. I would have some questions as to whether a typical student in 11 weeks can get equally well acquainted with all members of the platoon. His rating on the individuals in the particular squad with whom he works and lives most intimately would seem to be more meaningful perhaps than those with whom he has had only casual contacts, and, thus, perhaps, in the 11 week rating you might want to think about not asking him to do this for the entire platoon but only to rank the top 5 or 6 and the bottom 5 or 6 in the platoon.

We in the universities would not consider having a rigid scale of weighing the ratings from different individuals. It's a matter of taking all ratings into consideration and giving each the weight that it deserves. If we have a young Ph. D. who has what we call "Ph. d. itis," (meaning that he is trying to judge the freshmen in college on the same basis as he was judged in the Graduate School) we give more rating to the peer ratings than we do to the young instructor's rating.

General York:

Well, I'll just make a comment on this, having operated under this system myself. We rate individuals and have individuals rate themselves. It is my observation that this was started at West Point when I was up there right after the War, and I found that the peer ratings were really the most meaningful of all of them. Now, what we try to do, I am sure you have gathered in your study of this, is rotate these people in positions of leadership.

Dr. Pendergraft:

I understand.

General York:

It is in those areas, particularly where the platoon leader or Tactical Officer and the Commanding Officer get a chance to observe the candidate. And, really, since they are not with them and are not giving the instruction from day to day, the way I look at it, about all the Company Commander's report does is verify what the subordinates have found. Now the question of experience or lack of experience of this is a problem which concerns us very much.

Dr. Pendergraft:

You see, General, remember, Dr. Pickard and I, who were the two members of this group, were concerned because on paper the system of weighing the leadership ratings (50-30-20, at end of 11 weeks) seemed fair, but when you boiled it right down, it really becomes Tactical Officer, 80 percent or even more.

General York:

I don't understand how you do it in your school. How do you?

Dr. Pendergraft:

We take student evaluations of professors. These evaluations are passed on to the administrators themselves. The administrator in charge is counseled in regard to these factors. The amount of weight given to this particular peer rating will depend upon the nature of the teacher himself. It will depend upon the nature of the peers. It is flexible.

General York:

You have a variable.

Dr. Pendergraft:

Yes, a variable. What I am suggesting is to put more responsibility in the hands of the Commanding Officer. He will take all ratings into consideration. Down in one company, for example, we found the students were high in their praise of one Tactical C cer. He was a mature fellow, 28 or 29. He had Viet Nam experience and had gone through OCS. He had all the qualities that they thought a good Tactical Officer should have. They loved the man. And his discipline and everything he did made sense to them. His rating should count a lot more, in my opinion, than that of a Tactical Officer who had just finished OCS and he was trying to imitate the Tactical Officer he had had when he was in OCS, good or bad.

General York:

One thought that hits me on this, really, is that we wind up with a large group, some 2/3's in the middle where the difference of ratings is not important so much. But you are able to identify better the top and bottom students you are going to have to do more work with.

Dr. Pendergraft:

In the report we said some things about that, too. One more point on this matter. When these ratings are given, they are really not ratings, they are rankings. Men are ranked from top to bottom. Keep that in mind. These rankings are made by the peers, by the Commanding Officer, and by the Tactical Officers. The rankings should not be confused with scores or with ratings, like one would receive on an examination. For example, in the Tactical Officer's Manual under leadership "rating," it states a certain score is determined as the "cut-off" score by the Assistant Commandant and those candidates who have scores below that are required to appear before an evaluation panel. Now such a system, it seems to me, makes no allowance for the variation between companies and changes rankings within a platoon to scores, something that simply is not statistically valid.

General York:

Then is there any way to get it statistically valid?

Dr. Pendergraft:

Well, judgmental factors would be the best thing. What I call the conscientious factor. That means that someone in a decision making role has to say I take this and give it due weight, considering where it came from; I'll take that and give it due weight--the very type of thing that he has got to do out in the field. He has to make a judgment on all the evidence he can get. He consults all the possibilities of getting the evidence about a particular case.

Dr. Horrocks:

Dr. Pendergraft, did your committee go into two aspects, some looking at the type of the categories and traits and, second, a revision, perhaps, or another look at the form of the rating, for example, as far as choice and this sort of thing.

Dr. Pendergraft:

No.

Dr. Horrocks:

That might possibly be an area that could be examined--not only the traits to be rated but also the form of the rating. There are a good many *different kinds* that have been tried and experimented with.

Dr. Pendergraft:

I would say "no" to your question but with certain qualifications because some things are said about this in the report. The automatic requirement that you must put one-fourth of the OC men, no matter how good they are, in this lower group, raises some questions that you might look into because the classes will vary.

General Williamson:

But keep in mind that bottom portion, whether it is a tenth or regardless of how large a portion it is, is the portion we investigate, not necessarily the portion that fails.

Dr. Pendergraft:

Yes.

General Williamson:

And often when you say the Tactical Officer makes a ruling and then the Company Commander makes a ruling, the Company Commander takes his Tactical Officer's ruling and identifies those individuals that need his specific attention. In other words, if several of his Tactical Officers identify a half dozen people that are low, then the Company Commander concentrates his attention in the next three or four days on those individuals, so he almost forgets the masses at that time and he either confirms or contests the Tactical Officer's findings.

Dr. Pendergraft:

General, between us two fellows, as a Commanding Officer, you have to support your subalterns. You can't go contrary to them in a great number of cases or you will lose completely their confidence in themselves.

General Williamson:

A lot of validity right there. No question. I have one question of you. This immature Tactical Officer, inexperienced Tactical Officer, is a way of life with us. *Throughout the* entire service, a man stays in the service for 30 years and just about the time he learns his job well and has a high degree of confidence, he is called upon to do the next higher job. This is just an example.

Dr. Pendergraft:

I understand.

General Williamson:

Is there a way to teach a man confidence in advance?

Dr. Pendergraft:

You see, all we are supposed to do is raise questions, you are supposed to answer them! (Laughter.)

Dr. Pickard:

I think, if I might add here, the point of the statement is that proper checks and balances should be added to prevent the rating of a candidate by an inexperienced or an improper rating of the candidate by an inexperienced Tactical Officer. I think we recognize that you are stuck with the situation just as we are stuck with it at the Engineer School.

Dr. Pendergraft:

Of course, their evaluation panels are one of the checks along that line and the Assistant Commandant is another, but the question is whether they are operating as well as they are on paper. Again, if we were here a year we might be able to suggest a solution.

General Williamson:

Believe me, you have a good question there. I wish we had a good answer.

General York:

This is a thought that occurred to me when I was operating the system myself, that is the harm you might do to a man in the bottom ranking. He might be a very good man, but, relatively speaking, I haven't checked this, but I make a mention of it now, Butch (nodding toward General Williamson); these reports should be held very closely when you identify a low man, he shouldn't, or as much as possible, he shouldn't be told. This could give a man an inferiority complex for the rest of his life.

Dr. Zachert:

One thing that needs to be considered is that your input to your schools is not the same the year round, and you will get different ones coming in where you are hitting a low and a high. We have kept these figures on the incoming in the Air Force and found that you get quite a bit of fluctuation even by the month of the year, and when you go back to 20-20 hindsight, you can see why. The eager one gets out in June and immediately goes in; then you get around to the ones who come in when they don't have anything else to do around December and then through them you get the in-put, cold weather, this type of thing, so that you find if you use the 25 percent cut-off, the bottom fourth has to be one-fourth of the men. This is by definition. If you run into some other problems, simply stated, then this is something where the bottom man in this class is far superior to your average man in a class two months ago.

General Williamson:

That is very true. I stood in front of a class two weeks ago that was 60 percent college graduates and within a matter of three-four days an adjacent class had only one college graduate. There is great variation, and that is the reason we don't say we have an automatic flunk-out rate.

General York:

Dr. Shaw, I wonder if you have any elaboration on your comments that you were limited to by the time here with respect to the data processing. I thought you had made some excellent recommendations there that would bear some detailed looking into but, did you have any elaboration on those?

Dr. Shaw:

Well, we gained the feeling as we talked to the different people in the different departments that the new installation and the new space that has been assigned to the equipment that you now have, the 200 Honeywell equipment, is so new that the effort which is being made at this time to get the greatest use out of it should be assessed and you should consider, I think, the most critical part is to bring in some trained leadership. Now, you might say, where can we get that trained leadership? We found nothing wrong to recommend to you about the structure of the system that you have except that we found a lack of professional people who could help the instructors structure their programs in such a way that they can put it into the machine and get the best results. This is one thing that we are concerned about, that unless you do that, you may find this machine becoming a robot that is running the whole Infantry School, and we feel that professional people--people in charge of the teaching, particularly, ought to structure their program and send it there to be serviced, and we feel that this unit should be a service organization without having anything to do with shaping what they do over in the teaching field. Let that come from professional advice. We discovered the fact that the process of getting this equipment is simply when you write out a request and it goes somewhere else and they determine what's the best piece of equipment. You do have a third generation piece of equipment. But, in the opinion of some of us who have been looking into this, you may not have gotten the best piece of the third generation of equipment. I didn't think it would be appropriate to propagandize any particular piece of equipment in this report.

General York:

Right.

Dr. Shaw:

During this lull, may I say to you that you spoke of motivation last night, and one of your officers had already told me that one of the most motivating things that has happened at this school in many years was when his men put on the drill the other afternoon and you men took the review out there and he said when they looked up and saw the two generals and Colonel Lekson and the officers standing in the rain that they were motivated to such an extent that nothing could have stopped them. I thought this might point out that sometimes you overlook the little things that might have the most motivating effect on a group of men, and we thought this came within our administrative purview, the reason that I take the opportunity to say it.

General York:

Well, you never know whether you are going to be admired for sticking it out with them or whether you are going to be considered a fool for staying out there. (Laughter.)

Dr. Shaw:

I was discussing this with General Williamson. He says this has already become one of the most talked about events that's happened at the School in a long time.

Dr. Horrocks:

Well, I think, General, on this happy note that, with your permission, that we might close the discussion section and actually close the conference and in doing so, in behalf of the civilian members of the conference, I would like to thank you and your staff for the hospitality and the excellent cooperation that you have given to us. We certainly found our stay here pleasant. We found it stimulating, but that wasn't why we came. We came because we hoped that we could in some small measure make some suggestions that you would find helpful as you look at the program of the School. I think you may feel as you read the report that at times we have been critical, but I think you should also recognize that we have found much to praise, and if we have at some point de-emphasized the praise, we knew that you didn't bring us here simply to make praises. I think, however, in ending the whole matter, we would still say that our over-all evaluation of the Infantry School can be summarized by the phrase, "an excellent, well-conducted school."

General York:

Well, thank you very much, Dr. Horrocks. And for our part, gentlemen, I would like to say that we are most appreciative to you for coming and very aware of the fact that we were attempting to do a great deal in a very short period of time with a limited base on which to start, and I honestly wondered just what might come out of here that would be useful. From the report you have given, the questions you have raised, of course a lot of them are not new to us at all, but they do give us something tangible, I think, that we can look at and go into in depth, and we will certainly do that. From our standpoint it has been extremely nice having you here. Our people have enjoyed talking to you. I've talked to a number of them. I hope you have found them both willing and able to answer questions for you wherever they could. There is one thing. If you have any ideas on some of these questions you've raised, let us know. We might be coming back to you on an individual letter basis for more information or a little more of your thinking. If you feel this is worthwhile, we will do it on an annual basis. If you have any suggestions, either now, before you leave, or when you get home on how to improve or accomplish more in a limited period, the next time we have one of these things, just drop us a note. It has been very valuable to us and we are glad of this opportunity to establish closer rapport between you and ourselves. We are indebted to you and most appreciative for all you have done. I do wish you all a good trip back home. We will ask Dr. Severance to give the Printing Plant a little more work.

Dr. Pendergraft:

Speaking for myself, I might add to all this that after being here and having been connected with the military indirectly off and on for a long period of time, I leave here with a greater admiration for the Army, and for the Infantry, particularly. The caliber of your officers is, I think, getting better all the time and the students, too. I think the country has reason to feel more secure.

General York:

Well, thank you very much.

Civilian Educational Survey Conference
15-19 August 1966
Fort Benning, Georgia

Report of Committee on School Administration and Organization

Study Group I

Professor John Reed, University of Florida
Dr. William H. Shaw, Superintendent of Education, Columbus, Georgia
Dr. Thomas Y. Whitley, President, Columbus College

Liaison Officer: MAJ George A. Grayeb, Office of the Secretary

The U.S. Army School has an illustrious and proud history dating from its formal authorization 16 March 1802. The U.S. Army Infantry at Fort Benning was established at Fort Benning, Georgia, 7 October 1918, when three Infantry schools were consolidated. The Infantry is recognized as the most important single activity at the world's most complete Army post. Commissioned officers from the Infantry Officer Candidate School at Fort Benning will be found in one hundred countries of the free world today. The stated mission of the Infantry is to prepare selected officers for the purpose of leading the enlisted personnel to perform Infantry duties required in time of peace and war. This includes placing emphasis on the art of command and leadership; it requires the development of tactics, techniques, and sound procedures to implement the approved doctrine for materiel for all Infantry units.

With this brief understanding of the mission and purpose of the Infantry School at Benning and with the assured freedom and cooperation of Major General Robert H. York, Commanding General, United States Army Infantry Center and Commandant, United States Army Infantry School, the subcommittee on Administration and Organization began its study of the Infantry School at 1030, Monday, 15 August 1966.

One of the first things to look for in a well disciplined Army is the honor of the body as a whole, esprit de corps. The common spirit pervading the entire body of an Army, or in this case the student body of the Infantry School, must be fixed upon high moral principles which come from good teaching by men of high conduct. Thus, the members of our committee searched for the elements in the administration and organization of the Infantry School which contribute to what is called morale. If the school is well administered from the Commandant to lowest ranking officer, there will be found to exist a high morale among the staff and student body. If the leadership is weak and the staff is cut through and through with tension, bickering, and jealousy, the morale will be considered poor.

The committee set out to understand the organization of the Infantry School by studying the organization chart. After becoming somewhat familiar with the organization chart and the functions of each office and department, we requested our liaison officer to arrange for interviews and visits within the scope and purview of the task assigned to the committee.

FINDINGS

From the moment we entered the handsome physical quarters of the Infantry School, there was a feeling of zeal, spirit, hope, and confidence on the faces of the staff and student body. We sensed upon all sides a mental state which is so essential to the success of a good army. As we observed the special demonstrations which were staged for the survey team, we were

impressed with the enthusiasm and devotion which seemed to possess the student officers as they went about the arduous task of becoming a leader of men. There was evidence of jealous regard by the individuals (students and instructors) for the success and honor of the group as a whole. At one point in a class demonstration the committee suddenly realized that even war may have its humorous moments.

The committee of civilian educators made certain observations which are stated as findings for consideration by the Commandant and his staff.

1. The esprit de corps among staff and student body was found to exist in a high degree.

2. The morale of the Infantry School is conducive to the training and development of the type of officers to keep the U.S. Army strong and virile.

3. There was evidence the organization of the school is flexible and subject to change by the Commandant when the need arises.

4. The administration is sensitive to new techniques and materiel needed to equip the young officer for the leadership position in the U.S. Army for which he is being trained.

5. A keen awareness was discovered for economy, but not at the expense of needed experimentation and new equipment and instructional materials as well as materiel in academics and in practical field application of the ultra-modern warfare.

6. An attempt seems to be successful in bringing to the young officers the newest experiences on the far flung battle fronts in Viet Nam and other tension areas in the world.

7. Coordination was found to exist in a high degree both formally and informally which focuses attention of all offices and supporting services in all departments upon the Office of the Director of Instruction. This is considered to be one of the strongest findings by the committee.

8. The willingness to be evaluated in terms of what is best for the Infantry School was the feeling which was found to permeate from the top to the bottom of the entire organization. Public school administrators strive for this condition but few seldom achieve the high degree of cooperation found to exist in the Infantry School.

9. There seemed to be a total lack of jealousy in various levels of job performance.

10. It was evident throughout the Infantry School that a condition of personnel turbulence existed due to the current policy of rotating military personnel involved in teaching to combat areas.

11. There was evidence of the organization and the administration keeping on "the growing edge" in the parlance of the public school administrator.

12. The over-all status of the organization and administration of the Infantry School is considered to be superior as measured by the morale and esprit de corps of the total operation.

RECOMMENDATIONS

The committee recommends:

1. That another look be taken at the total needs of the Infantry School as related to data processing for all departments to better facilitate the total efficiency of the Program of Instruction.

2. That consideration be given to the establishment of a Data System CENTER to serve not only the Commandant of the Infantry School, but to serve all units operating under "the other hat" of the Commanding General of the U.S. Army Infantry Center.

3. That serious consideration be given to adding trained personnel and expert consultative services in the utilization and expansion of computer services.

4. That a continuing education program be expanded whereby instructors may have available at all times in-service training at college and university level leading toward graduate degrees.

5. That a group of college registrars be invited to evaluate the in-processing and out-processing of all students to the Infantry School.

6. That immediate steps be taken to replace instructors who are being reassigned to Viet Nam in keeping with recognized current war policies and in view of the increased immediate needs for instructors to fill instructor positions being created by an increase in School expansion.

7. That a self-study be conducted by the Commandant and staff prior to another civilian survey conference.

8. That the Commandant consider conducting surveys at two to three year intervals.

Civilian Educational Survey Conference
15-19 August 1966
Fort Benning, Georgia

Report of Committee on Development of Programs of Instruction

Study Group 2

Dr. Harold Harding, Ohio State University
Dr. John E. Horrocks, Ohio State University
Dr. Thomas R. Palfrey, Arizona State University

Liaison Officer: MAJ George H. Neroutsos, Office of the Director of Instruction

Since the extent and complexity of the Infantry School is great and since the time at the disposal of the committee was brief, it was the opinion of Committee 2 that specific recommendations would be inadvisable at this time. It seemed appropriate to ask a series of questions that occurred to us as we examined the program of the Infantry School. The answer to these questions can be provided only by the staff of the Infantry School and may well point up areas worthy of further examination, particularly as they involve policy or other decisions affecting the mission of the school. The presence of a question does not necessarily indicate that a problem exists--it simply indicates an area where concerned Infantry School staff might encounter an answer that is less than satisfying or one that might lead to further investigation. Actually, answers to these questions will reveal strengths in the program as well as possible weaknesses. The questions as we present them have been classified under the following headings: (1) policy, (2) objectives, (3) curriculum, (4) methods, (5) instructional planning, (6) examinations, (7) personnel, (8) faculty, and (9) research and development.

1. Policy

1.1. In view of rapidly changing requirements in Vietnam, is it realistic for CONARC to program one or more years in advance of instruction? Would it be more realistic to program in six-month sequences providing for adoption of changes more quickly?

1.2. For several years the C&GSC developed a program for a Masters Degree for regular students who wrote a special thesis. Has this school given any thought to a similar program?

1.3. If it is true that a smaller percentage (5% or more) of the graduates deserve distinction, what efforts are made to capitalize on their special merits -- faster promotion, more or higher responsibility, or utilization as instructors? Does the Army really appreciate excellence or ignore it and let it slip by?

1.4. Does the School conceive its task to be that of preparing an officer to meet the responsibilities of his present rank? If not, how many ranks higher?

1.5. What is the role of the Army brigade as a combat unit as taught by the School and is this training duplicated at the C&GSC?

1.6. Is doctrine to be regarded as fixed and changeless or as a body of principles to be renewed and revitalized?

1.7. Does the idea of the School solution prevail or is any workable solution accpetable?

1.8. Does the Army conceive it necessary for Captains or Majors, Infantry, to be well rounded generalists or more useful as conceived of and trained as specialists?

2. Objectives

2.1. How is leadership defined and how are its attributes identified and taught?

2.2. Are the school, course, and subject objectives stated in such clear and readily comprehensible terms as to guide and influence programming, methods of teaching, and construction of examinations?

2.3. Is it true that communication in giving written and oral commands is significant? If so, what efforts are made to continuously evaluate the student's ability to improve in this area?

2.4. Should the elective program be closely related to the specific job of the Infantry officer?

2.5. To what extent are Infantry operations in areas other than Vietnam being considered; e.g., to what extent is an Infantry officer being trained for capability in theaters of operations other than Vietnam?

2.6. Does the School attempt to define the requirements or capacities of leadership in various levels from platoon leader to battalion or brigade commander, or does the School define leadership broadly, vaguely, in the same fashion for officers from Lieutenant to Colonel?

2.7. Assuming that the Infantry division commander must possess special capabilities as a tactician, logistician, intelligence specialist and operations officer, how does the School conceive of his task, i.e., as that of a battalion or brigade commander magnified several times or as that of a man possessing definite, higher and more complex capabilities?

2.8. Assuming that motivation is a key factor in developing leadership, is it true that the demands change according to responsibilities of rank and MOS? If so, how are these demands identified?

3. Curriculum

3.1. What quality and quanitity control are exercised to insure that material useless, obsolescent, or no longer needed is not retained? Is specific provision made for periodic review and elimination of courses or parts of courses?

3.2. To what extent are the present courses of instruction based upon a job analysis of the tasks for which the course is training the student?

3.3. What guidance does an officer receive in deciding what elective courses to select?

3.4. Assuming that the Army will make increasing use of helicopters and planes, what effort is made to adjust tactics and strategy to the flexibility introduced by faster transportation? Is this now reflected in instructional changes?

3.5. How is the manual of aggressor tactics continuously upgraded on the basis of findings in Vietnam?

4. Methods

4.1. Is the learner rather than the instructor or the instructional materials the focus of the instructional process?

4.2. Might not the elective program be a guided self-study program using the library and other School facilities or should it be taught in formally organized courses?

4.3. Does the instructional program make allowances for individual differences among students, for example, intelligence, previous background, special ability, personality, etc.?

4.4. Is everything meant to be learned in class or from practical field work or are there certain portions to be learned through study, reading, viewing films, discussions with personnel made available for the purpose?

4.5. Would not the elimination of 200- and perhaps the reduction of 50-man classes elicit greater exchange of question and answer or instructional dialogue?

4.6. Is variety in types of instruction provided? Is all the classroom work given continuously in the morning and early afternoon? Is there alternation between large lectures and small problems and exercise groups, demonstrations, etc.?

4.7. Assuming that the huge expansion of the School is likely to develop instructional patterns progressively more automated and depersonalized, what efforts are being considered to develop close, effective and personal instructor/student relationships?

4.8. Who determines whether teaching is realistic and how is this term defined?

4.9. The School stresses that the teaching be in keeping with the pursuit of excellence. How is this carried out?

4.10. The School stresses the point that its teaching should emphasize the idea of human dignity. How is this carried out?

4.11. Is it true that the smallest unit is teaching units for the 50-man class? What effort is made in it to provide small group instruction in which leadership emerges and is evaluated?

4.12. What effort is made to train commanders and staffs as working units in protracted problems? What team problems are used in instruction?

4.13. What effort is made to encourage inventiveness, originality, and motivation in classroom discussion?

5. Instructional Material

5.1. To what extent can the present courses of instruction be modified, shortened, or condensed by dropping certain subjects, by reducing certain blocks, or by reducing the time devoted to all units of instruction?

5.2. Does the School ever pull out units of instruction from its program or does the list constantly grow?

5.3. How flexible are the curriculum and the individual courses of instruction? That is, how reactive are they to new information, innovations, etc.?

5.4. To what extent are eliminations and additions protected from the natural desire of the individual department of instruction to proliferate and retain content?

5.5. Is the entire course too intensive, too accelerated, too full, to be retained properly? Are there opportunities to reflect upon what has been taught, to discuss, to question, to read up on instructional material?

5.6. To what extent is there a constant flow or exchange of ideas from the field to the School? Is there a constant rotation from line and staff in various combat areas to the School faculty?

5.7. Upon what information and experience is School doctrine based? What is the lag between new strategy, tactics, logistics, arms and materiel in operations and new doctrine taught by the School? In other words, how long does it take to update instruction?

5.8. The School stresses careful analysis in determining subjects of instruction and time spent upon them. How are these percentages of substance and time determined?

5.9. Where are the responsibilities for writing advance sheets, manuals, reference books, handbooks, etc., lodged in the School?

5.10. Assuming that ROTC graduates (newly commissioned officers) are better teaching material than non-college students, how is this difference reflected in the POI?

5.11. Assuming that the book by Captain B. H. Lyddell Hart, Strategy, has useful lessons for commanders at various levels, has any effort been made to extract these novel concepts for inclusion in School instruction?

5.12. What is the experience from the field in relation to what the School believes must be included in the need-to-know area? Is this customarily less or more than what is needed when the graduate reaches the field?

5.13. What criteria are used in adopting changes recommended by the School observers in Vietnam and officers recently returned from combat?

6. Examinations

6.1. How reliable and how extensively used are diagnostic tests in determining the requirements for teaching at the School?

6.2. Among various methods of evaluating student performance (examinations, peer ratings, faculty ratings, creative problem-solving solutions, etc.), how valid are these in relation to what graduates do on the job a year or more later? Is there any check on correlation of grades and ratings and School standing with later performance?

6.3. What is the function of the examination system and when and how often should examinations be given?

7. Personnel

7.1. What effort is made to assign graduates to jobs that they believe they are best qualified for? What recognition is given to the junior officer's potential for further training at an earlier stage in his career?

7.2. Are narrative statements rating students advisable at the end of their course of instruction?

7.3. Is the drop-out rate attributable partly to factors other than a student's ability, e.g., fatigue, speed and amount of learning required, insufficient time for study and reflection, physical and mental exhaustion, etc.?

7.4. If it is true that about 25% of the OCS fail or are washed out, what efforts are made to discover the real causes and to lower the percentage? What is the impact of a washout on the student and his future usefulness in the service?

8. Faculty

8.1. In the university world, research is recognized as a vital means of keeping an instructor alert, current, ahead of his subject matter. In what ways does the School encourage research among its faculty?

8.2. What are the distinctions that decide the differences between the average, the excellent, and the superior instructor? Is any effort made to recognize a master instructor, an officer of the highest teaching ability?

8.3. Are all members of the School either doing an effective job or capable of doing one? How are they chosen, trained, evaluated? Is the evaluation continuous and is provision made for in-service training or elimination?

9. Research

9.1. Morale is related to the values the soldier conceives as worth fighting for--family, religion, love of country, pride, etc. Do we know anything specific about such elements that is immediately useful and teachable?

9.2. Is there a research and analysis section? What does it do? What use is made of the final questionnaires; in changes in the POI, methods, pace, etc.?

9.3. Should there be a continuing attempt to evaluate the program and attainment of objectives by the School?

9.4. What role should research and development play at the Infantry School?

9.5. Might the careers of distinguished military leaders be utilized in offering guidance in developing instructional materials?

CIVILIAN EDUCATIONAL SURVEY CONFERENCE
15 - 19 AUGUST 1966
FORT BENNING, GEORGIA

Report of Committee on Instructional Facilities and Support

Study Group 3

Dr. Albert Cox, Emory University
Mr. William C. Flannigan, New York State Education Department
Mr. Severance, Air University, Montgomery, Alabama

Liaison Officer: LT George E. Cassady, Operations Office

INSTRUCTIONAL FACILITIES AND SUPPORT

The limited time available to the committee led to its decision to comment on only three areas of support - printing, library, and audio-visual facilities.

PRINTING

The major portion of the work done by the Printing Plant, 88%, is in support of the Infantry School; the remaining 12% is devoted to the Center and off-post agencies including Third Army. The projection of printing needs for FY 67 indicates 20 to 25% more demand than capability. To carry out its mission the plant must find methods to increase its capability or to control and reduce the demand. The committee recommends consideration be given to the following suggestions as possibilities for aiding in the solution of the problem.

1. The USAIS Printing Control Board should take a more active role. Based on the plant's capability the board would establish a priority system and approve all requests for printing.

2. Departments be instructed to carefully screen requests for printing paying particular attention to the number of copies requested and designating single color printing when feasible.

3. Students be encouraged to turn in (at designated locations) printed materials no longer desired or needed and suitable for reissue.

4. A small reproduction facility be located in the Infantry School building to handle single sheet and short run work.

5. Consideration be given to the awarding of civilian contracts for certain kinds of printing requirements.

6. As a guide for determining the amount of printing to be allotted each department, an analysis be made of work done for each during the last three years. This, compared with plant capability, could be processed by the Printing Board as an element in determining priorities.

LIBRARY

Essential requirements for successful library service are adequate collections (books, journal subscriptions, documents, manuals, maps, recordings, etc), organization of materiel for successful bibliographic control, well planned quarters, and a qualified staff. The USAIS Library meets these requirements to a high degree.

Specifically, it is adequately housed in well appointed quarters strategically located at the center of the building and conveniently available to students, staff and faculty. Reasonable expansion of the stack has been planned. Unless the use pattern changes, seating is adequate.

The materials are well cataloged, indexed and listed even to the extent of selective indexing of journal articles relevant to curriculum content.

The qualification of the present staff is apparent in the success it enjoys in daily operations of the library. All are responsible and dedicated people. However, some positions allocated months ago have not been filled because of a lack of candidates. It is probable that an examination of the grade levels to bring them in line with national practice would no doubt result in higher salaries and a supply of candidates.

The committee is impressed with the adequacy of the collections in the fields of specific interest to the school curricula, and notes especially the strength of the files of documentary reports of field experiences. It is noted however that the library has been highly selective in acquiring commercially published books and journals for general reading. The group feels that the students, faculty and staff should, through the school library, have access to a well-selected but adequate collection of serious books and magazines of current interest, especially that covering the national and international scene. This would require recognition of the principle of easy access for the Army officer to reading for general information. We suggest that an acquisition policy be prepared for the library encompassing this element and that the number of current books and the subscription list be expanded. Further, the journals should be bound and filed for reference.

VISUAL AIDS

The Guide Lines for Visual Aids, dated February 1966, state that the purpose is to aid personnel of the USAIS to obtain the maximum effectiveness of visual aids used in instruction and briefings. It also informs all interested agencies of general standards of USAIS instruction aids.

After even limited observation it is evident that the mission is being accomplished under difficulty because of inadequate quarters. It is realized that the buildings are temporary and that a new one is to be constructed in a more appropriate location. It is hoped that the new space will be forthcoming as soon as possible. If an extended delay in the construction is anticipated, it is recommended that consideration be given to air conditioning the work space in the present facilities, especially the area where the artists must work.

It is suggested that a study be made of the feasibility of locating a visualizer in Infantry Hall for the following reasons:

a. The illustrator would be more available to the instructor.

b. The illustrator would be available for consultation earlier in the instructor's planning.

The committee finds no evidence of direct feedback to the visual producer as to the effectiveness of his production. It is urged that some direct feedback channel be arranged between the instructor using the visual and the visualizer after the visual has been used.

In the specialized but varied field of visual production many special materials are required. The present supply system curtails the procurement of the wide variety of materials necessary to the production of these visuals. It is recommended that greater use of local procurement be considered to eliminate this bottleneck.

Because of the increased demands for AV support, and the lack of an effective system of priorities it is believed that an analysis of the work orders should be made to inform the school departments of the nature and volume of their requests. With increased demand the solution has been the requesting of additional personnel. It is felt that, with the various departments utilizing self-discipline in their requests for visual materials and a more active review board for the approval of work orders, the result would be an overall reduction of the workload without impairing AV support.

TELEVISION

With only one year of operational history, the Television Department has been performing a Herculean task. Operating with limited facilities and faced with continual transfer of personnel, it is commendable that this department continues effectively to support the training mission at the Infantry School.

The Committee concurs with the present planning which calls for additional equipment to establish a second TV studio. In addition, we believe that the civilian personnel office should be urged to increase the recruiting of civilians as authorized under current directives. It is noted that the department is currently requesting an additional mobile unit from Third Army, and it is believed that this will render substantial assistance in the performance of its mission.

Two areas that the Committee believes should be studied are:

1. With the advent of comparatively inexpensive, easy to operate, compact video tape trainers, it is believed that acquisition of such equipment would greatly assist in the instruction program.

2. As the student load in USAIS increases, it is probable that greater use of closed circuit TV will be required. In this connection, investigation should be made of possible use of instructor centered (or controlled) closed circuit television. This system permits control by the instructor and thus relieves many studio personnel for other TV requirements.

These two systems do not preclude the necessity of the present television studio production.

In its consideration of AV and TV, the Committee reached the conclusion, and strongly urges that consideration should be given to the appointment of a qualified professional (civilian)

to supervise and direct the activities of the associated areas of AV and TV. This individual would serve the Commander and Faculty as an advisor in the vital field of educational communications.

The Committee further recommends that key professional civilians be encouraged and assisted to develop themselves professionally. To keep abreast with the fast changing field, these individuals should regularly attend professional meetings, conventions, and seminars and visit other military installations and civilian institutions.

CIVILIAN EDUCATIONAL SURVEY CONFERENCE
15-19 AUGUST 1966
FORT BENNING, GEORGIA

REPORT OF COMMITTEE ON EVALUATION OF STUDENTS AND INSTRUCTION

STUDY GROUP 4

Dr. Daryl Pendergraft, State College of Iowa
Dr. Edward E. Pickard, US Army Engineer School

Liaison Officers: CPT Alan E. Johnson, Office of the Secretary
Mr. John R. Thode, Office of the Director of Instruction

Problem: "In order to increase the effectiveness of our instruction we must increase our ability to evaluate, on a continuing basis, student progress and the instruction he is receiving." (Statement to Civilian Educators Survey Group.)

While accepting the validity of this statement, the survey team respectedly points out that a superior evaluation system will not only achieve this goal but other worthwhile objectives, namely, (1) motivate the student to higher achievement, (2) be a genuine learning experience for the student in that it will point up the salient features of the work being evaluated, (3) by creating a reservoir of data that are invaluable in making predictions and in planning, and (4) reveal the strengths and weakness of each individual relative to a particular unit of instruction.

Taken literally, the scope of the assignment of Group 4 (only two individuals) was palpably impossible of achievement since it entails answering the question of "How effectively are the various instructional units in measuring the achievements of all their students, the instructional and counseling effectiveness of the staff, and the adequacy of instructional equipment and materials?" A valid answer to this question would require a thorough knowledge of the objectives of each instructional program, the detailed content of each course, analysis of all the measuring instruments used during the course, and reliable information relative to the correlation of evaluative marks received at the Infantry Center with the actual performance of a fairly sizeable sample of the recent graduates in the actual situations for which the course was designed to develop greater proficiency.

Certainly, the evaluation program at the Infantry Center has many of the features essential to a superior system of evaluation:

(1) The evaluation program is dynamic. Efforts are continuously exerted to make the measuring instruments consonant with the scope and content of the course. With the aid of the computer's item analysis, non-functioning aspects of a test are detected and winnowed.

(2) Reasonable safeguards are used to insure the security of examinations.

(3) Supervision of the making and administering of examinations seems adequate.

(4) Those with responsibility for examinations seek to make tests that will measure the extent to which the students have achieved the objectives of the particular course. We applaud the increased attention to this significant point.

(5) The Infantry Center possesses computers and other electronic equipment to facilitate evaluation and to encourage experimentation with new evaluative techniques. When used to this potential, the equipment will not only save thousands of man hours but it will make it possible to make studies and provide information that may be used to improve instruction and enhance student achievement.

(6) A comprehensive evaluation system also has to make certain that the instructional program is specifically pointed at the tasks that currently must be done by the officer in the field. A program that was satisfactory for an officer in 1962 may be a "Saber-Tooth Curriculum" for the 1966 officer. The continuing efforts to ascertain the skills, techniques, attitudes, and knowledge needed by officers in the field is indicative of a keen awareness of the importance of this problem, particularly, in a rapidly changing world situation.

(7) Finally, a superior evaluation program requires a cognizance on the part of the top echelon of administrators of the need of diverting sizeable resources to the improvement of the evaluative processes. The recent addition of two civilian employees to assist in evaluation and the acquisition of the new electronic equipment plus the sincere desire for suggestions on ways to improve the program of evaluation are indicative of the interest and support of the top administration.

Areas Receiving Particular Attention by Group 4

Knowing the impossibility of surveying, in anything more than a cursory way, the entire evaluation system, Group 4 has sought to focus its attention primarily on those facets of the evaluative process where those in the Infantry Center staff, in a position to be most knowledgeable of the present evaluative process, and cognizant of shortcomings, have indicated a special desire for the assistance of members of the survey team. Three such areas were selected: (1) the techniques, procedures and practices employed in evaluating leadership potential and student motivation in the Officer Candidate Course, (2) The follow-up and feedback program for obtaining data from students, graduates, and officers in the field, and (3) The Faculty Advisor System in the 9-weeks Combat Platoon Leaders Program. With the foregoing limitations and possibilities in mind, the committee proceeded to gather available data. This was accomplished through interviews with company commanders, tactical officers, staff officers and students; an examination of appropriate written materials; observation of officer candidates during the leaders reaction problem, attendance at two officer candidate board meetings, and a visit to the officer candidate barracks.

Comments Relating to the Current Program in the Officer Candidate Course

The majority of the time of Group 4 of the Civilian Educators Survey Team was devoted to leadership evaluation and the matter of motivation in the Officer Candidate Course.

The Problem: To see if we could make suggestions that, within the framework of the present program and with approximately the same resources of men and materiel, might ultimately lead to a more valid evaluative process for the measurement of those leadership qualities needed by an officer, particularly an infantry officer, and to see if we can identify possible ways to create more desire for superior achievement in Officer Candidates.

Evidences of the Existence of a Problem

1. The attrition rate with the 11 OCC classes that have graduated in 1966 has varied between 29% and 42% of those who began the course. In the five-year period, 1962 to 1966, the percent of attrition has varied from 36% (1962) to 29% (1965). (For the year 1966, seemingly, it will be about 32 or 33%.) Unless the evaluative standards have been lowered, these data do not seem to verify the belief expressed by several OCS officers that "recent enrollees are less promising than in past years."

It was interesting to note that there was no significant difference in the attrition rate between the "college option" candidates and the others.

2. The reason for failure to complete the OCC successfully is rarely academic incompetence. Obviously, the selection process in basic training has rather well eliminated those individuals who simply do not have the academic aptitude to complete OCC. Only one of the attrition total of 594 from OCC in 1965 was listed as having failed because of the lack of sufficient academic ability. A total of 117 failed to make the grade because of lack of desire and/or application and 251 because of serious questions concerning the leadership potential of the candidate. Subtracting such groups as those who resigned for personal reasons, those who were forced to discontinue the course because of medical difficulties, etc., it seems reasonable to conclude that the two reasons given for the rejection of students from OCC are: (1) because of what is deemed insufficient evidence of leadership qualities, and (2) lack of desire to do one's best.

(1) Leadership Ratings. It is recognized that the shortage of qualified officers to serve as OCC Tactical Officers frequently requires the assignment of junior officers who possess less than desirable qualifications and experience. In many instances they are recent graduates of either the OCC or the Platoon Leaders Course, are frequently quite young, and possess little or no field experience. Generally, the only specific preparation for their assignment consists of attendance at a short course devoted to a considerable extent to the mechanics of completing the standard leadership and other rating forms. And yet, despite this lack of maturity and experience, (according to the Tactical Officer's Guide, page 7) the Tactical Officer is expected to be "omnipresent, omniscient and omnipotent." Certainly no one should be in a better position to evaluate the leadership potential of an officer candidate than the Tactical Officer. However, considering the relative immaturity of many, if not most of these officers, the fact that few have had field experience, the obvious variability in the educational background of these officers, and the fact that in some platoons the Tactical Officers are not with their platoon the entire 23 weeks;* and, allowing for the checks on the Tactical Officer's rating--the evaluation by the peers and by the Company Commander, the operation of the OCC Panels, and the ultimate judgment of the Assistant Commandant, one wonders at the power given to the Tactical Officer.

Although the system of weighting the rankings within the platoon given by the peers (20%) and by the Company Commander (30%), and the Tactical Officer (50%) seem fair on paper, a number of things should be pointed out. An examination of the ADP reports shows there is practically no variation between the Tactical Officer's rating of an individual and that given by the Company Commander. In a review of a number of reports only one was found in which the rankings of the Company Commander and the Tactical Officer varied by more than five points for more than five candidates. In most the variation, if any, was only two points. The inference is that one is simply an indorsement of the other.

This is thoroughly understandable since the Company Commander has to support the judgment of the Tactical Officer in the vast majority of cases or he will undermine the confidence and efficiency of the subaltern. However, one wonders if the Company Commander should not be asked to make one rating--basing his decision on the recommendations of the Tactical Officer and taking into consideration the peer rating? A Company Commander would be counselled that ordinarily he would give, for example, three times as much weight to the recommendations of the Tactical Officer as to the peer ratings but, since the maturity, intelligence, and systems of values of the Tactical Officers vary greatly, he would have the right to use discretionary judgment; i.e., the recommendations from a Tactical Officer who is a top man in every respect, would be supported almost with exception; those from a less experienced, less able subaltern would be given considerably less weight.

In one company that was visited in its nineteenth week only one of the current four Tactical Officers had been with the company for the entire nineteen weeks. Platoons are sometimes consolidated and then the problem arises of the Tactical Officer not knowing a sizeable part of his platoon.

*(We found one platoon in its nineteenth week that had had three Tactical Officers.)

Students stress their belief that the best Tactical Officers are, ordinarily, (1) mature, experienced officers who are themselves graduates of Officer Candidate Schools, and (2) individuals who had superior Tactical Offiers in OCS--since, to very considerable degree, they tend to imitate the actions of their Tactical Officer when they were Officer Candidates. Only rarely was it felt that a graduate of the Platoon Leaders Course was successful as a Tactical Officer.

The rankings that are currently used (Peers, Company Commander and Tactical Officer) should not be confused with scores such as one would receive on an examination. For example, in the Tactical Officer's Manual, under Leadership Ratings, (page 4) it states: "A certain score is determined as the 'cut-off' score by the Assistant Commandant....and those candidates who have scores below that are required to appear before an Evaluation Panel..." Such a system makes no allowance for the variation between companies, and changes rankings within a platoon to scores--something that simply is not statistically valid. Be being required to place one-fourth of each platoon in the bottom quartile and then considering these men as dubious Officer Candidates would certainly seem to be questionable.

(2) The Officer Candidate Evaluation Panels.

These Evaluation Panels are serving a genuine need and, obviously, the members of the panels (assuming that the panel observed was typical) are highly compentent officers who take their work on the panel very seriously and conscientiously try to get at the facts in order to make a fair recommendation to the Assistant Commandant. However, one wonders if they could be improved.

We are familiar with the pending proposal for changing the nature of the panels and, with some reservations, indorse the proposed change. In addition to the very real possibility of "perfunctory performance" pointed out by the Director of Instruction in his non-concurrence letter, there would seem to be the genuine possibility of having as one or more of the "permanent members" an individual who has strong feelings about the significance of one or more specific things which many fellow officers would feel relatively unimportant.

One would suggest that in the operation of the Evaluation Panel some consideration be given to an orientation session (or video tape viewing?) emphasizing the best ways to conduct the panel For example, would there be merit in some of the following suggestions?

(a) The president of the panel assign each member of the panel to a particular student. This officer would then lead off in the questioning and the group discussion following. This would seem to be better than to have the president take the lead in each case.

(b) Similarly, in reaching a decision, should not the officer who took the leading role in the questioning make the original recommendation to the panel with the president's conclusion being rendered last?

(c) Is is psychologically fair to have both the Tactical Officer and the Company Commander state the case against an officer candidate, "piling evidence upon evidence"? Would it not be better to have the Company Commander do this alone--he having counselled with the Tactical Officer on this case and knowing the basis of the charges?

(d) Does the officer candidate receive information as to the recommendation that is being made, and the basis for this recommendation, before facing the panel? Does he know the general nature of the questions that will be asked by the panel and have time to reflect on his answers? The Company Commander and the Tactical Officer have such knowledge, do they not?

(3) Motivation. Apparent lack of motivation on the part of the candidate results in an attrition second only to that for leadership deficiencies. There is no evidence to show that a candidate was forced to apply for officer candidate training. Therefore, it must be assumed that his action was voluntary, regardless of whether or not it was based on whim or a sincere desire to be an officer. This creates a situation wherein it becomes the responsibility of the Tactical Officer to either eliminate those who lack a strong desire to become an officer, or to strengthen this whim to the point that it becomes a sincere desire. Constant mental and physical activity during all the candidates' waking hours apparently has been adopted as the means for accomplishing this purpose. This the Officer Candidate anticipated when he applied for OCC. However, the means adopted for applying pressure to determine a candidate's stamina should be kept within the bounds of human dignity and the punishment applied for infractions of discipline be such that it tends to strengthen rather than to destroy his resolve to become an officer. Interviews with a relatively small number of candidates tend to indicate this is not always true, and that at times the Tactical Officers have forced one or more candidates to perform tasks far beneath the bounds of human dignity, and which produce no contribution to either his mental or physical growth.

Seemingly, symptoms of fatigue, of utter exhaustion, of lack of sleep are sometimes accepted as prima facie evidence of lack of desire. Repeatedly, students interviewed in both the Officer Candidates Course and the Combat Platoon Leaders Course stated: "I feel the material being covered is important and will help me become a good officer. It is not the fault of the instructors, either. I rate them as being good to excellent. Nor is it the difficulty of the work. It is just the battle we are constantly fighting to be alert, or even to stay awake."

One wonders whether because of the laudable desire to instill discipline, and other necessary traits there is real danger of jeopardizing the classroom and field operations aspects of the instructional program. Time after time we were told that "there is no time to crack a book or a manual or even read over the assignment sheets.... We rely almost completely on the things emphasized by the instructor in class." The task of motivation is always difficult but even the superior instructor cannot motivate students to any degree if they are bone weary.

Because of a genuine desire on the part of at least some students to acquire more than merely enough to remain in good standing, many students have a particular resentment of such things as the "spit-polishing" of tile floors--not because of the labor involved or having to get down on hands and knees but because of the time it takes from study or from sleep. Motivation should be a matter of concern not only because lack of it is one of the major reasons for attrition in the Officer Candidates Course but for what seems an even more significant reason, namely, the fact that many students, who are not in the marginal category, are not seeking to excel. "Pursuit of Excellence" is a praiseworthy objective for the Infantry School to have but one wonders if the things that are being done to encourage each student to strive for excellence are not minimal. How much time do counselors spend in trying to identify the potentially superior student who is content to be average and to try to motivate him to live up to his abilities? It is fine to be concerned with the student who is in difficulty but true counseling does not forget that the leader of leaders needs motivating, too.

How much is done, on a counseling basis, to encourage the student with superior abilities and outstanding leadership qualities to consider making the Army his career?

It is the belief of Group 4 that this matter of motivation deserves serious study.

(4) Organization.

With the anticipated expansion of the OCS program, it would seem desirable that one field grade officer be assigned as commander of the OCS battalions and this would be his sole function. The Colonel now assigned this responsibility is unquestionaly a superior administrator but he has many other major responsibilities. The problems peculiar to the Officer

Candidate battalions are seemingly sufficiently difficult and complex to warrant the assignment of a field grade officer, either as a Deputy Brigade Commander for the battalions or as an independent OCS Brigade Commander reporting directly to the Assistant Commandant.

Comments Relating to the Follow-Up or Feedback Program

As understood by the Committee, the feedback program at the Infantry School has two primary objectives, the accomplishment of which, in effect, requires the organization and administration of two separate but comparable feedback programs. These are: (1) Internal: (The objective of this program is to obtain reliable data that, when properly evaluated, can be employed to improve the instructional techniques in force at the School); and (2) External: (The objective of this program is to obtain comparable data from the field concerning the extent to which the pertinent program of instruction at the School has produced a graduate who is over or under trained for a specific unit assignment).

Interviews with Mr. Thode and other representatives of the Office of the DI reveal that the usual techniques of questionnaires, letters, and to some extent personal contacts are employed with each program. These the Committee was requested to examine, evaluate, and to contribute comments or suggestions it might have that would tend to increase the validity of the feedback information or identify other promising sources or techniques for procuring information.

Internal Feedback. Primary dependence in this program appears to be placed on an end-of-course questionnaire that asks the student to rate two specific topics regarding each subject in the course. These are: (1) the value of the course to him, and (2) his estimate of the quality of the instruction received.

The Committee questions the validity of any answers received concerning the first area, particularly since most of the students will have little or no first-hand knowledge of what will be required of them when they eventually are assigned to the job for which they are being trained. Topics of this nature are more appropriate to the follow-up type of survey. On the other hand, the answers to the second question are likely to be of little use for purposes of identifying specific areas or weaknesses in need of improvement. True, the questionnaire does provide for narrative comments, which in some instances may prove quite valuable; however, specific controls must exist to insure that the comments made are representative of the group.

It is suggested that the end-of-course survey form be redesigned to insure the questions asked concern only topics with which the student has first-hand knowledge, such as the impact on his learning of subject organization, lesson sequence, training aids, transportation, examinations, and the like.

External Feedback. While the primary purpose of the internal program should be to obtain data leading to the improvement of instructional techniques, the external program should have the objective of obtaining data leading to improvement of the subject matter included in the program of instruction. To obtain this information, the School uses a well designed follow-up questionnaire with both the graduates and their supervisors and personal letters from the Commandant to field unit commander, has scheduled visits to the field by appropriate school representatives, and is arranging to debrief officers returning to the school from an overseas tour.

The follow-up system (External Feedback) is working well; however, a question is raised as to the timeliness of the information received by means of the follow-up questionnaire. Tactics and techniques, including programs of instruction, are changing so rapidly that much of the information obtained by this method is outdated long before the responses are received. In situations involving skills or techniques that rarely change, this procedure is good; in others, its usefulness is open to question.

It is suggested that: (1) the use of the follow-up questionnaire be confined to areas in which usable returns can be expected in a relatively short time; (2) students attending the Career Course be debriefed concerning their opinions relative to the adequacy of training for the Platoon Leader Course. These officers, by and large, have just returned from field unit commands and have had graduates of the Platoon Leader Course assigned to their units; and (3) simplify all questionnaires to insure ease of completion, identification of specific deficiencies in need of correction, and suggestions for improvement.

Comments Relating to the Combat Platoon Leaders Course

The focus of attention by Group 4 in the Combat Platoon Leaders Course was primarily the faculty advisor's system. In the process of obtaining a reasonably clear picture of this facet, a few questions about other aspects of the program were stimulated.

The faculty advisor system consists of the designation of five officer-instructors, one of whom is designated the "senior faculty advisor," to serve as advisors to the company. This means that each advisor has from 50 to 55 advisees. The advisor carries a full teaching load in addition to his advising responsibilities. An instructor serves as an advisor only for nine weeks. The advisory functions vary from answering informational-type questions relating to procedural, social, and personal matters, to tutorial-type of assistance. Most of the advising of the tutorial-type is done with the marginal students, little, if anything is done to try to stimulate the students who are doing satisfactory work to strive for superior achievement or to think seriously about the army as a career.

The students are so pressed for time that it is doubtful whether they would take advantage of the services of a full-time, professionally trained counselor if one such were added to the staff of each company.

The faculty advisors, ordinarily, do not learn which of their advisees are apt to be encountering difficulties until approximately a third of the 9-week course is completed. They do not know the capacities of their advisees or have much background information concerning previous experience, special interests, etc. The advisors do not receive a formal orientation as to counseling techniques. They have, of course, completed the Instructor Training Course.

Questions That Might Deserve Further Investigation

1. The attrition rate in the Combat Platoon Leaders Course is almost nil. Whether the efforts of the faculty advisors contribute to the low attrition rate seems debatable. In universities the faculty advisory system, generally, has not proved very successful; probably not more than 20% of the advisors really take their job seriously and try to get to know their advisees, etc. Most prefer to spend their time with their instructional duties. More and more students are being placed "on their own," -- even though college standards have been going up rapidly. Students are encouraged to help each other. Greater attention is being given to the encouragement of the better students; trying to get these to live up to their potentialities. Would there be something here worth examining?

2. Would there be merit in administering a few basic tests; particularly in the communication skills area, the first or second day of the course? Such tests might reveal: (1) The students with high capacities and, each of these could be asked to help a less able student, and (2) the students with marginal ability, who could be checked on and helped early in the 9-week course. The correlation between the scores of communication skill tests (reading, listening, vocabulary, etc.) and achievement in almost any type of instruction is amazingly high.

3. Would it be worthwhile to arrange for a session or two of orientation of the faculty advisor to the job of advising students?

4. Undoubtedly there are some faculty advisors who like and have an unusual knack of advising. Should not such instructors be permitted to continue in this capacity with additional companies of officers? The philosophy that every officer should have advising experience is good but one wonders if being a faculty advisor in this particular program is the place to try to provide such experience? After all, an officer will tend to be a good advisor if he had a good advisor -- sometime in his formative years. By having faculty advisors who are competent and enjoy advising, it is our opinion you will turn out more officers who will take their advising responsibilities seriously. Would this not be worth considering?

CIVILIAN EDUCATIONAL SURVEY CONFERENCE
15 - 19 AUGUST 1966
FORT BENNING, GEORGIA

Report of Committee on Methods of Instruction

Study Group 5

Mr. Leonard Booker, South Carolina State Department of Education
Dr. Virginia Zackert, Medical College of Georgia

Liaison Officer: MAJ William E. Rodgers
Office of the Director of Instruction

Methods of Instruction at the Infantry School seem to be undergoing numerous and rapid changes. The total impact upon us is most impressive. We would like, to ask a few questions.

First we would like to give a couple of definitions.

I. Definitions.

A. Role of Instructor: To be a coach and/or evaluator who promotes all conditions for learning.

B. Responsibility of the "coach"/instructor:

(1) To motivate (talk by coach or others, actual or canned).

(2) To indoctrinate (talk by coach or others, actual or canned).

(3) To demonstrate (by coach with actual materials or mock-ups, real time or canned).

(4) To guide (student using actual materials or mock-ups).

(5) To critique (by coach of student performance).

II. Disturbing Questions:

A. Lectures.

(1) Why are lectures usually the poorest method of instruction from "learning" point of view? Implications?

(2) When does one use a lecture to advantage? Implications?

B. Demonstrations.

(1) What value do demonstrations have? Should any of these be canned? Which should not?

(2) What types of canned materials (TV, 8mm film, audio tapes, PI, texts, manuals, books, etc.) have advantages over other techniques? Why?

C. Problem Solving.

(1) In cases of problem solving behavior should a "School solution" ever be given? When?

(2) When should a student be allowed to make mistakes and see the results of his choices? How can this be done?

(3) What methods of individual alternate routes through courses can be employed?

D. Evaluation.

(1) How does an instructor evaluate what learning has taken place?

(2) Is "learning" necessary to same level for all materials? How are these determinations made? What effect do these decisions have on teaching and evaluation techniques?

(3) Would immediate feed-back of inadequacies in learning have as great an impact on teaching in "knowledge" areas as in "skill" areas? How can such feedback be obtained?

E. Research. Would the Career Officers Course, the knowledge areas of OCS, and other content areas be improved if all "teaching" consisted of handling students only the SPO's and course materials, and conducted periodic evaluation sessions?

F. Responsibility. Who is or should be responsible for: (1) What learning should be done? (2) How to best achieve this learning? and (3) Proof the learning has occurred?

CIVILIAN EDUCATIONAL SURVEY CONFERENCE
15 - 19 AUGUST 1966
FORT BENNING, GEORGIA

Report of Committee on Instructional Innovations and Systems Development

Study Group 6

Dr. Meredith Crawford, George Washington University
Dr. Palmer C. Pilcher, Florida Atlantic University

Liaison Officer: MAJ John J. Cassidy
Office of the Director of Instruction

Group 6 confined its attention to the existing and projected organizational structures and strategies by which the Infantry School, in planning for future requirements and how to meet them, can take advantage of the new and rapidly developing educational technology. It became apparent early in our discussions that the conceptualization, and in a more limited sense, the implementation of technological innovations as related to its total mission, the Infantry School is ahead of many, if not most institutions of higher education in this country.

The group heartily applauds the effort to map out a long range plan for anticipating how new educational technologies can significantly aid the School to meet its growing requirements to train increasing numbers of students to fill increasingly more demanding positions as Infantry leaders.

The proposal that the Infantry School become the Pilot Model for experimentation with new educational technologies and to measure their effectiveness, is rewarded by Group 6 as a promising development. Group 6 also gained the distinct impression in interviews in depth with members of the "Policy and Plans Section," and in conversations with instructors, that the organization is conducive to idea generation. The Planning Committee is regarded as a valid concept, to be nurtured and strengthened.

Because Group 6 was concerned with long range planning, it is felt not inappropriate to include in this report a somewhat generalized or theoretical statement about planning for innovation in content and method of instruction. What follows in the immediately succeeding paragraphs is that statement.

The basis for determining what should be taught in the Infantry School is an analysis of the job of the Infantry Combat Leader at platoon, company, battalion and regimental level. Such analysis must be based on careful study of the jobs in the field. The current use by TIS of the products of Hum-RRO Task LEAD, in which critical knowledges and skills for the Infantry rifle platoon leader have been determined, is an example of how a sound valid training objective can be determined and used. It is our understanding that, as these become available, they will be used in revising student performance objectives. Such student performance objectives determine the content of instruction. From these a number of decisions can be made in a logical order.

a. Decisions can be made as to the appropriate place and time in the officers' tour or career at which certain performance objectives should be mastered, as in

ROTC.
Officer Candidate School.
On-the-job training in the first unit to which he is assigned.
Career Course.

b. These decisions can be made in terms of

(1) The hierarchy of importance of the knowledges and skills--generally the most important earliest in the learning sequence.

(2) The teaching and practice facilities available in ROTC (including summer camp) TIS and in operating units.

(3) Relative costs of instruction toward various objectives.

c. The appropriate methods of instruction can then be chosen to most efficiently achieve these objectives. The principal criterion for decisions on choice of method is: the maximum development of student proficiency in the accepted objectives in minimum time and minimum cost. Generally, the amount of learning which occurs is in direct proportion to the amount of individual effort put forth by the student in responding to questions and creating of solutions. Thus, the tailoring of instruction to the individual student, with provision for dynamic interaction between the student and the material to be learned, is the ideal. The practical question is to what extent is it feasible to approach this ideal?

Before considering means of individualizing instruction in more detail, another aspect of training for Infantry leadership should be mentioned. While there are several advantages of highly individualized instruction in promoting rapid learning of knowledges and skills, the importance of social interaction, command leadership and the arts of persuasion and discipline, so essential in Infantry operations, should not be neglected. At present, students are together in large classes and in field problems. They learn to know each other and how men behave in the military culture. In reviewing TIS operations, consideration should be given to the question of how the student can best utilize his daily association with fellow students in learning how to influence, to persuade and to lead others toward mission accomplishment. Perhaps more emphasis could be given to study and learning in small groups to teaching and leading experiences, both formal and informal, during the several courses, especially OCS and the basic courses.

We return now to means of promoting individualized instruction and learning. Group 6 feels that holding an individual responsible for a portion of his own instruction is in the best tradition of the Army, in that it places emphasis on the values of initiative and judgment, together with those of intellectual integrity and ability to organize ones time. Accordingly, plans to place more responsibility on the student to accept a major role in his own learning seems to us most commendable. Such a shift in emphasis should:

a. Promote greater student mastery of objectives.

b. Relieve instructors of a good deal of responsibility for <u>presentation</u> of material to classes, so they will have more time for individual attention to students.

The current activities at TIS and future plans for effecting more individualized instruction were reviewed. As part of a major overall plan, yet to be developed, the Computer Assisted Education at the Infantry School (CAETIS) seems to be a clear move to the proper direction and offers a logical progression of the use of the computer for the support of instruction by providing assistance to instructors and students in obtaining information and performing computations and, second, in providing the basis for instruction in branching programs of instruction, dynamic war gaming and simulation.

In addition to the exploitation of the computer in its many capabilities, care must be exercised to avoid use of this valuable resource to do things which could be accomplished more cheaply by more conventional means.

The existing and contemplated uses of other aids to instruction were reviewed:

a. Group 6 was well impressed with the idea of an experimental evaluation of EDEX System. Such experimental evaluation of all new techniques before adoption is highly desirable.

b. The use of video tape was observed. Group 6 feels that greater use can be made of these to capture the best of platform instruction for future presentation to classes, and for individual instruction at non-class hours. Such tapes might well be used for presentation to small groups of students, to be prompted by or followed by student discussion under instructor or student leadership.

c. The combination video tapes--or kinescopes--with computer controlled storage and retrieval of them, offers a promising lead. Remote terminals in student quarters could be used to great advantage, where slides, TV tapes of field exercises and lectures could be called for by the student from his own remote terminal.

d. The use of programmed texts for selected subjects, already in effect in some courses, is worthy of further exploitation.

e. As a general comment, Group 6 feels that the term "Learning Resources" to include audio-visual aids, programmed texts, computer assisted and based instruction, etc. is a useful term in focusing on the point that all of these can be used to promote the most efficient instruction of student and instructor in the learning process.

One other observation Group 6 may be of use in looking into the future. It was noted that in the current POI for Instructor Training the majority of time (116 out of 150 hours) is devoted to preparation and delivery of platform presentation. As the use of new "Learning Resources" comes about, emphasis in this course will need to be shifted from the instructor as a presenter of material to a manager of learning. He will need to master the use of new techniques, learn how to program and gain increased understanding of the learning process.

Group 6 expresses its appreciation to the several staff members of TIS with whom we talked, to Major Cassidy for his unstinting provision of information and insights, and to Mrs. Nadine Davenport for her patient work at the typewriter on our manuscripts.

CHARTER

Gentlemen,

The purpose of this charter is to assure you the necessary freedom of action to delve into the many facets of our United States Army Infantry School so that you may provide us with your expert advice on how we can best provide quality training for each individual in attendance at our resident courses of instruction.

BACKGROUND

Fort Benning, the United States Army Infantry Center, was established 7 October 1918, when three Infantry Schools, then operating at widely scattered locations, were consolidated. Fort Benning has grown until today the post encompasses some 182, 311 acres or 285 square miles, with facilities to support a population of more than 60, 000 persons. At present, there are more than 44, 000 troops stationed here including the newly organized Basic Training Center.

Known as the world's most complete Army post, Fort Benning is named in honor of a distinguished Confederate Army Officer, Major General Henry L. Benning. It is the "Birthplace of the Airborne" and "Home of the Rangers."

The most important single activity at Fort Benning, is the United States Army Infantry School which has expanded from a student body of a few hundred into the Army's largest educational institution. Some 46, 000 students are programmed for FY 67. The Infantry School student body includes officers and enlisted men representing most of the free countries of the world.

MISSION AND FUNCTIONS

The mission of the United States Army Infantry School is to prepare selected officers and enlisted personnel to perform Infantry duties required in peace and war, with emphasis on the art of command and leadership; to develop tactics, techniques, and procedures to implement approved doctrine for Infantry units; and to participate in the development, review, and testing of doctrine and material for Infantry units.

The School accomplishes this mission by performing the following functions:

1. Provides the United States Army with newly commissioned officers from the Infantry Officer Candidate School.

2. Qualifies officers and enlisted personnel in Airborne and Ranger tactics and techniques.

3. Qualifies officers in nuclear weapons employment.

4. Trains officers and enlisted personnel as specialists in the operation and maintenance of weapons and automotive and communications equipment organic to Infantry units.

5. Provides training in Infantry subjects for members of other branches of the United States Army, other components of the United States Armed Forces, and military personnel from friendly foreign countries.

6. Prepares and administers nonresident instructional programs for Active Army, National Guard, United States Army Reserve and other arms and services as directed.

7. Reviews, evaluates, and coordinates doctrine, organization, tactics, techniques, tests, and materiel requirements and items prepared by other Army or Defense Agencies, as directed.

8. Develops and produces training literature and training aids, relating to Infantry units, and personnel, e.g., Army training programs, Army subject schedules, Army training tests, Army graphic training aids, MOS evaluation test items, field manuals for subjects other than doctrine, technical manuals, equipment publications, and training films.

9. Maintains liaison with and provides assistance to designated United States Army Training Centers in matters of mutual interest, i.e., training literature and training aids required for basic combat, advanced individual and basic unit training.

10. Provides air item support (T-10 assemblies, PAE bags, cargo parachutes, and cargo containers) to Reserve and National Guard units.

11. Provides support for such other Army activities as may be directed.

CONFERENCE OBJECTIVE

Given the mission and the functions which must be performed, the question which most naturally arises is, "How can we best organize the resources available, such as men, money, time, facilities, and techniques, to most effectively accomplish the mission?"

As you might expect, this is a question which we continually pose to ourselves. However, we are aware that there is a danger of becoming too inward looking and losing contact with the new ideas and innovations that are taking place in civilian education. Hence our reason for inviting you to Fort Benning. Recognizing that we can avail ourselves of your gracious offer of assistance for only a few days, we have organized your agenda so that after initial briefings to the entire group on the first day you will be asked to form smaller study groups and address yourselves to one of these six areas:

1. School Administration and Organization.

2. Development of Programs of Instruction.

3. Instructional Facilities and Support.

4. Evaluation of Students and Instruction.

5. Methods of Instruction.

6. Instructional Innovations and Instructional Systems Development.

Each study group consists of three or four members and is small enough to move easily from one classroom or office to another in seeking answers to various questions. A liaison officer from my staff has been assigned to each study group. He will answer any of your questions or arrange for you to meet with members of the staff and faculty who can answer your questions. He will arrange for you to visit whatever facility you wish to see. He will also provide you with necessary stenographic support.

Each study group has been assigned its own conference room. All of these conference rooms are located within the same building so that you can easily visit one another as necessary to discuss and coordinate matters of mutual interest.

We would request that each study group provide us a report of their findings by the fourth day and that on the fifth day the committee as a whole prepare a short cover letter to tie together the reports of each study group.

SUBCOMMITTEES FOR EDUCATOR STUDY GROUPS

1. School Administration and Organization
   - Ln Off: Major Grayeb (Secy's Office)
   - Steno: Secy's Office
   - Conf Rm: 451

2. Development of Programs of Instruction
   - Ln Off: Major Neroutsos (IPS)
   - Steno: IPS
   - Conf Rm: 252

3. Instructional Facilities and Support
   - Ln Off: Lt Cassady (Opns)
   - Steno: Opns
   - Conf Rm: 502

4. Evaluation of Students and Instruction
   - Ln Off: Captain Wood (Acad Rec Sec, Secy's Office)
   - Steno: Acad Rec Sec
   - Conf Rm: 302

5. Methods of Instruction
   - Ln Off: Major Rodgers
   - Steno: ITS
   - Conf Rm: 201

6. Instructional Innovations and Instructional Systems Development
   - Ln Off: Ch, Plans and Policy
   - Steno: ER&S
   - Conf Rm: 251

SCHOOL ADMINISTRATION AND ORGANIZATION

PROBLEM: How can we best organize and administer the Infantry School to insure the most effective accomplishment of our mission?

DISCUSSION: Stated simply, the mission of the Infantry School is to provide quality education on Infantry related subjects to each individual student. Your comments to the questions set forth below in the form of tasks will help us solve our problem.

TASKS:

1. How do we organize and administer the School to insure that we not only maintain, but improve on, the quality of our educational system?

2. Is our organization geared to keep pace with, and assimilate, the growing multitude of concepts in instructional and communications techniques?

3. What new organizational concepts or techniques lend themselves to ready adoption into our educational system?

DEVELOPMENT OF PROGRAMS OF INSTRUCTION

PROBLEM: To develop Programs of Instruction (courses) which are flexible enough to meet each student's individual capacity.

DISCUSSION:

For the most part, our instruction has been geared toward the mean ability of each student group with the assumption that all students will progress at the same rate. While this lock-step approach may suffice for a majority of a student group, it creates problems on both ends of the intellectual scale. The more talented student is not sufficiently challenged and he may lose interest. On the other hand, the less motivated or marginally endowed student may not be able to meet minimum standards, thus becoming a dropout or turnback. In any case, student progess vs available time is not optimized.

The course objectives for each of our Programs of Instruction have been defined. Student terminal achievements, which we refer to as Student Performance Objectives, have been identified and formalized for each individual period of instruction presented at the School. We are moving toward using our Honeywell 200 computer to assist in collating student performance objectives and exam results to determine how well we are achieving our course objectives.

We are on the threshold of breaking away from the lock-step training referred to above. Our next step is to initiate diagnostic testing (placement or validating tests) to identify student capabilities. This will allow us to consider substituting advanced or elective courses for the more talented student. Similarly, we can redesign or improve our system of remedial instruction to assist the slow learner.

TASK: We ask that you examine this entire area of developing programs of instruction and give us the benefit of your knowledge.

INSTRUCTIONAL FACILITIES AND SUPPORT

PROBLEM: Managing our system for providing instructional facilities and support is an involved and difficult task. In the interests of efficiency and economy and providing still better support, we constantly look for ways to improve our system.

DISCUSSION: When developing a period of instruction at the Infantry School, the instructor from one of our academic departments must make arrangements for various forms of administrative and operational support. These supporting agencies are geared to assist the instructor in preparing his period of instruction and in providing necessary support during the presentation of his class. This instructional support function represents a very large management problem in itself. These support facilities include:

ETV

Visual Aids Section

Sound Section

Library

The School Brigade (demonstration troops, medical support)

Printing Plant

Transportation

Scheduling

Classroom Arrangements

Weapons Pool

Ammunition Section

Bleacher Section

Academic Records Section

TASKS:

1. Given the current facilities and the programmed student input, what steps can we take to better organize and manage our instructional support system?

2. Looking further into the future, what type of instructional support system should we be pointing toward?

EVALUATION OF STUDENTS AND INSTRUCTION

PROBLEM: In order to increase the effectiveness of our instruction we must increase our ability to evaluate, on a continuing basis, student progress and the instruction he is receiving.

DISCUSSION:

We recognize that those prerequisites for a successful educational system include the capability for a continuous program for evaluating both student progress and the effectiveness of the instruction he is receiving. In solving this problem we are moving along those lines discussed below.

Each of our current Programs of Instruction (courses) lists its course end objectives.

Each period of instruction contains its particular Student Performance Objectives (terminal achievement).

Our supervisory program includes inspection of class presentations to insure that established standards are being met.

We are working toward keying our examination questions to our SPOs.

We plan to use diagnostic testing for the first time with the career course which begins this month.

The main thrust of all of our efforts is to develop a system whereby we can approach the point where we can be in continuous communication with each student and can quickly react to his needs for assistance. Along with this, we want to be able to design a feedback system that will allow us to improve both our instruction and student performance.

TASK: We ask that you look into this area and give us your thoughts.

METHODS OF INSTRUCTION

PROBLEM: One of our continuing problems is to create as ideal a classroom situation as possible, so that the problems the student solves are as close as we can make them to the real life situations he will face after graduation. He should be able to quickly and realistically see the results of his decision and evaluate the consequences.

TASKS:

1. Considering the subject matter and the desire to create the best possible classroom situation, how do we best apply various methods of instruction, such as:

   a. Group Centered Classroom.

   b. Case Study Method.

   c. Practical Exercise.

   d. Demonstration.

   e. Lecture.

   f. Conference.

   g. Programmed Instruction (self-help).

   h. War Gaming.

2. What criteria do we use to investigate the optimum student instructor ratio which will allow us to achieve our course objectives with the most efficient use of instructors and our other educational resources?

3. With regard to instructor training, what steps can we take to improve on our present system?

INSTRUCTIONAL SYSTEMS DEVELOPMENT AND INSTRUCTIONAL INNOVATIONS

PROBLEM: We cannot afford to ignore the gains which have been made in systems analysis, operations research, automation and other innovations in a variety of fields which may be applicable to education in general and, particularly, our own educational system.

DISCUSSION: In looking at our educational goals and requirements from the "systems approach," we see the following step by step objectives in arriving at our answers:

a. Assess the present and future needs of the Infantry School.

b. Evaluate the present and foreseeable resources available.

c. Assess as accurately as possible the instructional innovations and teaching techniques that we might reasonably apply to a five-year development plan.

d. Formulate a master plan.

e. Establish a system for updating and checking our objectives and the progress we are making toward those objectives.

TASK: We would like your comments on our over-all approach and as many specific comments as you can give us on each of our step by step objectives.

ITINERARY FOR CIVILIAN EDUCATIONAL SURVEY CONFERENCE

Monday, 15 August 1966

Time	Event	Location
0730-0845	Breakfast	Main Officers Open Mess
0845-0900	En route to Infantry Hall	
0900-0915	Welcome by Commandant (Major General York)	Room 642 Infantry Hall
0915-0945	History of Army School System (Dr. Pickard, Engineer School)	Room 642 Infantry Hall
0945-1005	Coffee Break	Room 642 Infantry Hall
1005-1030	Organization and Missions of Infantry School	Room 642 Infantry Hall
1030-1040	Official Picture	In Front of Infantry Hall
1040-1050	En route to Dixie Village	
1050-1140	Observe Leaders' Reaction Course	Dixie Village
1140-1150	En route to Main Officers Open Mess	
1150-1300	Official Luncheon	Main Officers Open Mess
1300-1315	En route to Infantry Hall	
1315-1415	Briefing on Educational Philosophy and POIs	Room 642 Infantry Hall
1415-1445	Supporting Instructional Facilities	Room 642 Infantry Hall
1445-1505	Coffee Break	Room 642 Infantry Hall
1505-1545	Tour ETV, Computer Center and Classrooms	Infantry Hall
1545-1615	En route to Victory Pond	
1615-1705	Observe Rangers in Action	Victory Pond
1705-1730	Return to Greene Hall	

Time	Event	Location
1730-1830	Open Time	Greene Hall
1830-1840	En route to Main Officers Open Mess	
1840-1940	Dinner (Optional)	

Tuesday, 16 August 1966

Time	Event	Location
0745-0845	Breakfast	Main Officers Open Mess
0845-0900	En route to Infantry Hall	
0900-1000	Introduction of USAIS Staff and Department Directors by the Assistant Commandant (Brig Gen Williamson)	Room 642 Infantry Hall
1000-1150	Organization of Study Groups, Briefings, Office Sessions and Tours under Control of Liaison Officers	Conference Rooms Infantry Hall
1150-1200	En route to Main Officers Open Mess	
1200-1300	Lunch	Main Officers Open Mess
1300-1310	En route to Infantry Hall	
1310-1650	Study Group Sessions	Conference Rooms Infantry Hall
1650-1700	En route to Greene Hall	
1845-1945	Dinner (Optional)	

Wednesday, 17 August 1966

Time	Event	Location
0745-0845	Breakfast	Main Officers Open Mess
0845-0900	En route to Infantry Hall	
0900-1150	Study Group Sessions	Conference Rooms Infantry Hall
1150-1200	En route to Main Officers Open Mess	
1200-1300	Lunch	

Time	Event	Location
1300-1310	En route to Infantry Hall	
1310-1650	Study Group Sessions	Conference Rooms Infantry Hall
1650-1700	En route to Greene Hall	
1700-1845	Open	
1845-1945	Dinner (Optional)	

Thursday, 18 August 1966

Time	Event	Location
0745-0845	Breakfast	Main Officers Open Mess
0845-0900	En route to Infantry Hall	
0900-1150	Study Group Sessions	Conference Rooms Infantry Hall
1150-1200	En route to Main Officers Open Mess	
1200-1300	Lunch	
1300-1310	En route to Infantry Hall	
1310-1450	Study Group Sessions	Conference Rooms Infantry Hall
1500-1650	Presentation of Study Group Reports at a Meeting of all Conferees	Room 647 Infantry Hall
1650-1700	En route to Greene Hall	
1845-2130	Official Cocktail Party and Dinner	Main Officers Open Mess

Friday, 19 August 1966

Time	Event	Location
0745-0845	Breakfast	Main Officers Open Mess
0845-0900	En route to Infantry Hall	
0900-1100	Preparation of Final Report tying together Reports of each Study Group	Room 647 Infantry Hall

Time	Event	Location
1100-1150	Presentation of Findings by Conferees to the Commandant, Major General York	Room 647 Infantry Hall
1150-1200	En route to Main Officers Open Mess or Greene Hall	
1200-1300	Lunch (Optional)	
1300-1700	Outprocessing	

ROSTER OF CONFEREES

Mr. Leonard R. Booker
State Teacher Trainer in Vocational Trade and Industrial Education
Clemson University

Dr. Albert F. Cox
Director of Audio-visual Services
Emory University

Dr. Meredith P. Crawford
Director, Human Resources Research Office
George Washington University

Mr. William C. Flannigan
Associate in Educational Communications
New York State Department of Education, Albany, New York

Dr. Harold F. Harding
H. Y. Benedict Professor of Speech
University of Texas

Dr. John E. Horrocks
Professor of Psychology
Ohio State University

Dr. Thomas R. Palfrey
Professor of Romance Languages, Coordinator of Graduate Studies
Arizona State University

Dr. Daryl Pendergraft
Assistant to the President and Executive Dean
State College of Iowa

Dr. Edward E. Pickard
Senior Educational Advisor
US Army Engineer School, Fort Belvoir, Virginia

Dr. Palmer C. Pilcher
Dean of Academic Affairs
Florida Atlantic University

Professor John C. Reed
Assistant Dean, College of Engineering
University of Florida

Mr. Robert Severance
Director of the Air University Library
Maxwell Air Force Base

Dr. William H. Shaw
Superintendent of Education
Muscogee County School District
Columbus, Georgia

Dr. Thomas Y. Whitley
President of Columbus College
Columbus, Georgia

Dr. Virginia Zachert
Research Associate in Medical Education
Department of Obstetrics and Gynecology
Medical College of Georgia, Augusta, Georgia